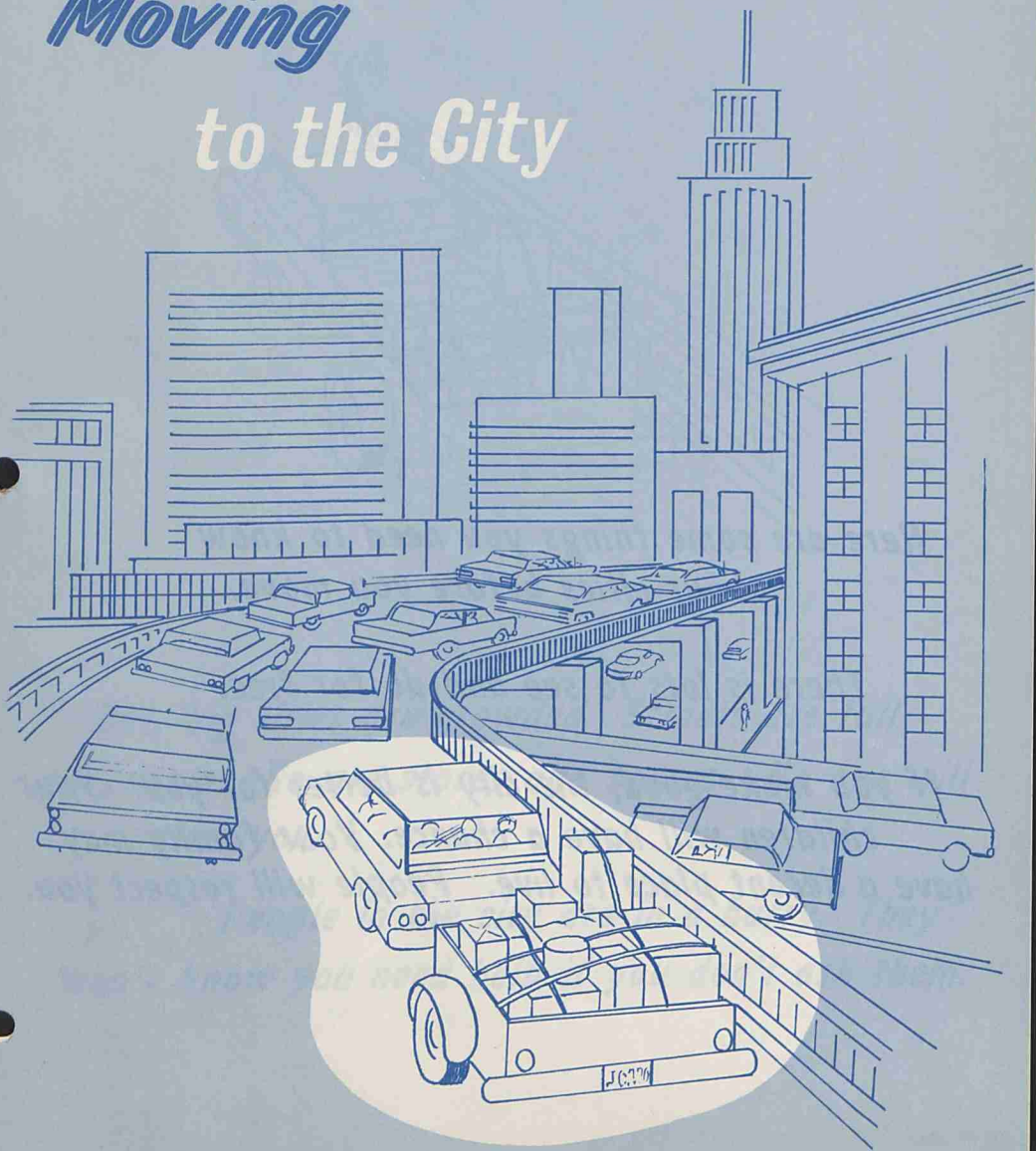


# *Moving* to the City

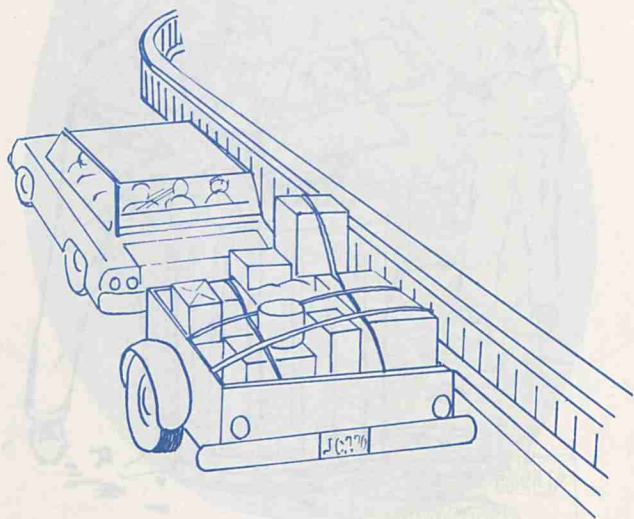


*Here are some things you need to know  
about cities before you move.*

*There is lots to see and do for free.*

*If you make good, the city is better for you. Your  
children will have a chance. Your family may  
have a decent place to live. People will respect you.*





*But, big cities are crowded. Streets are full of people. So are stores and busses. No one will notice you.*

*People in the city are in a hurry. They won't know you need help if you don't ask them.*



*Cities have laws. The law will  
punish you if you don't obey. It tells you  
where to put your trash. It may tell you  
to clean up the place where you live.*

*You may see more crime in the city than at  
home. You can't leave anything lying  
around. It may be stolen.*



**SKILLED HELP  
WANTED**

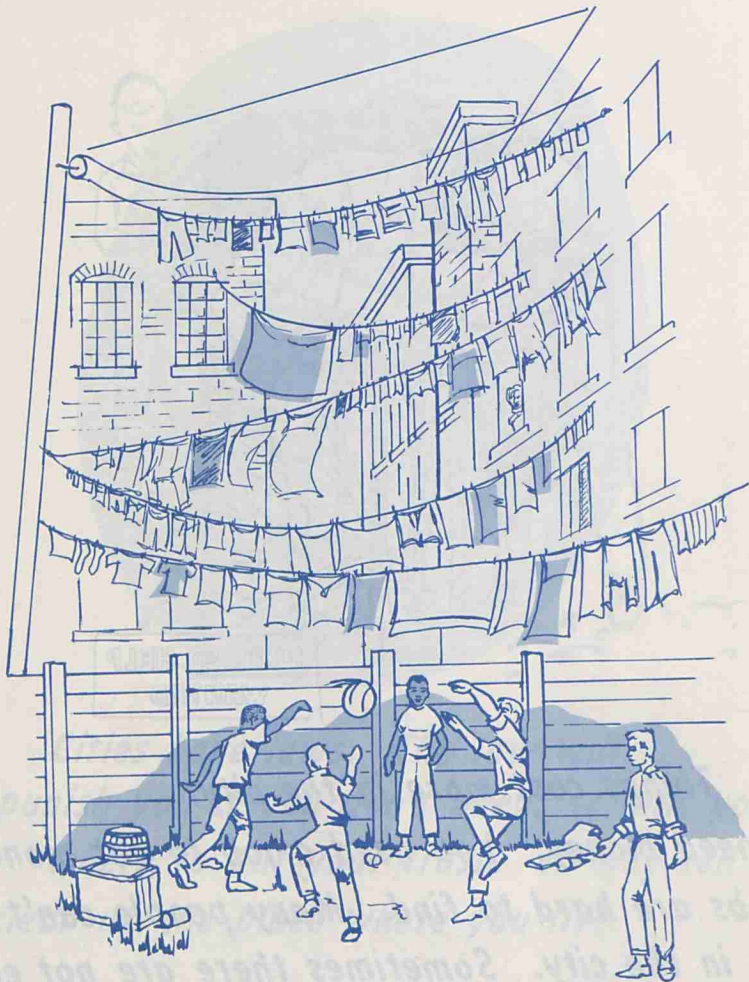
*Things cost more in the city.*

*You need money. You need a job to get money.*

*Jobs are hard to find. Many people can't find jobs in the city. Sometimes there are not enough jobs to go around.*

*For a good job you need a trade.*

*These jobs pay more.*



*It will be hard for you to find a place to live.  
Chances are you and the kids will be crowded into  
one or two rooms. Rooms cost a lot.*



*In the city, people you don't know live right next to you. You hear their fights. They hear yours. You may have to use the same bathroom.*

*Sometimes the whole neighborhood is dirty.*


*There are not enough playgrounds for children. Playgrounds may be far away. You won't have woods to walk in.*





*What can you do?*

- *Make sure you want to move*
- *Have a steady job*



*• Find a place to live in the city before you move your family.*

*• After you move, find out where you can get help close by. Call your Extension agent.*

*Ask the telephone operator to help you find the number.*

*• Keep your children in school. Make a place for them to study at home. See that your children have good food and plenty of sleep.*

*In the city life is different. Sometimes it will be hard. It may be better than where you live now. Think about it before you move.*



*In the city life is different. Sometimes  
it will be hard. It may be better than where  
you live now. Think about it before you move.*



Prepared by Extension Family Relations Department

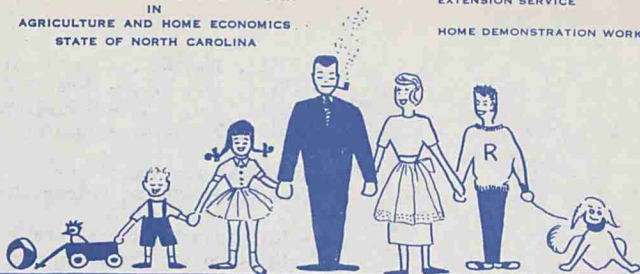
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# Family Relations Newsletter



December 1962

CATCH UP IN FAMILY RELATIONS!

BE AN EXPERT IN FAMILY RELATIONS!

KEEP INFORMED IN FAMILY RELATIONS!

Here's How -- ORDER TODAY!

- \* Public Affairs Pamphlets  
22 East 38th St., New York 16, N. Y.

Family relations packet - \$8.50  
(54 booklets, short, easy reading, practical,  
authoritative, recent)

-Subscription - \$3.00  
(receive new publications, about 15 per year)

- \* Human Relations Aids  
Mental Health Materials Center  
1790 Broadway, New York 19, N.Y.

-Program Packet Service - \$7.00  
(Copies of new pamphlets, paperbacks, booklets;  
information about new films, books, etc.)

- \* Marriage and Family Living,  
Quarterly Journal of the National Council on Family Relations  
1219 University Ave., S.E., Minneapolis 14, Minn.

-Subscription and Membership - \$7.50  
(Report of the latest research in the field, book  
reviews, ideas for teaching family life to adolescents, etc.)

- \* United States Census of Population - 1960 - North Carolina  
Hon. Luther Hodges, Secretary of Commerce, U.S. Dept. of  
Commerce, Bureau of the Census, Washington 25, D.C.

(over)



- PG(1), 35A, N.C. - Number of Inhabitants
- PG(1), 35B, N.C. - General Population Characteristics
- PG(1), 35C, N.C. - Social and Economic Characteristics
- HC(1), 35, N.C. - Housing

\* Science Research Associates  
57 West Grand Avenue, Chicago 10, Ill.

- Life Adjustment Booklets - 40¢ each  
(Written for the young person)
- Better Living Booklets - 40¢ each  
(Written for parents and teachers)
- Family Living Series  
About You, Vol. 1  
Marriage and You, Vol. 2

\* N.C. Board of Health Film Library  
N.C. Board of Health, Raleigh, N. C.

- Film List and supplement  
(includes some family life films which may  
be borrowed)

IF YOU'VE GOTTEN THIS FAR, THEN GO ONE STEP FARTHER!

-- GIVE THIS TO YOUR SECRETARY TO ORDER THE ITEMS YOU NEED.

Prepared by:  
Frances Jordan, Family Relations Specialist  
N.C. Agric. Extension Service  
N.C. State College

Fifteenth Annual Conference, North Carolina Family Life Council  
and  
Tenth Annual Meeting, Southeastern Council on Family Relations

TODAY'S FAMILY CONFRONTS SOCIAL PRESSURES

Hotel Sir Walter, Raleigh, N.C.  
October 21-23, 1962

Six Home Economics Agents were delegated to represent the N.C. Agricultural Extension Service. They were:

|                        |                 |
|------------------------|-----------------|
| Mrs. Sarah Casper      | Wake County     |
| Mrs. Florence Sherrill | Macon County    |
| Miss Rachel Keisler    | McDowell County |
| Miss Fleta Harrellson  | Bladen County   |
| Mrs. Martha Thompson   | Davidson County |
| Mrs. Faytie Gray       | Jones County    |

Following are comments of those who reported on the Conference:

Keynote Address, "Today's Family Confronts Social Pressures", by Dr. David R. Mace, Past-President, National Council on Family Relations; Executive Secretary, American Association of Marriage Counselors.

Dr. David Mace posed four questions: -

- Why is the family under social pressure today?
- What are some of the social pressures?
- What are false emphasis doing to family culture?
- What can we do about these pressures?

Dr. Mace stated that the family is a very tough institution and not too many explode. Some pressures help the family, while others hurt. False values create pressures. Three of these distorted values are wealth, status, and sex. Money can cause society to be competitive rather than co-operative. Society is desperate to improve status to gain recognition, to get ahead of the "Jones". Individuals strive to be individualists on one hand, and conformists on the other. Sex dominates society in literature, movies, and television. One is continually given cause to remember that when God created us, he created male and female. Sex is too often used as a substitute for love in our society. False emphases are affecting family culture in the following ways:

1. Children are under pressure to grow up fast. (Dr. Mace referred to a forthcoming article in the Reader's Digest, "Are We Trying to Abolish Childhood?")
2. Girls are under pressure to "get a man". Dr. Mace referred to this as "husband hunting hysteria."
3. The pressure on boys is to "get ahead". Examples given were drinking, driving a fast car, and exploiting girls. Girls exploit boy's money, and boys exploit girls sexually.
4. Young couples are under pressure from society to be "happily married." The nature of normal human life involves struggle. One should expect happiness, but also struggle and heartache. Couples feel they are failing in marriage when they are not "happy". Young married couples are expected, by society, to keep busy. They have no time to relax, no time to make their home a place of peace.

5. Parents are under pressure from society to give their children all the things they "didn't have". Parents sometimes let gifts take the place of their love, time and understanding.
6. Older married couples are under pressure to "act young".

As far as what we can do about this situation, Dr. Mace says that the pressures on the family are the inevitable price of progress. There are pressures that support the family, as well as those that drag it down. The family is a tough institution. It has survived throughout the whole span of human history. The family is an institution which will, and is, strong enough to defend itself.

The Reaction Panel disagreed with Dr. Mace on most of his talk. Dr. John Moge brought out the fact that according to the study of sociology, society came before the family - the family is a result of society. Dr. Mildred Morgan stated that the young and old do not know each other. She agreed that we do pay too much to look younger than we are. Mrs. Ruth Jewson said the pressures are here to stay and families must be helpful to cope with them. Dr. Emily Mudd reminded the group that we must look at the fundamental values.

#### Discussion Groups by Stages in the Family Life Cycle:

Adolescents - The discussion in the group on adolescents included three questions:

- What are the pressures of adolescents?
- How can these pressures be met and what are family and community resources?
- How can professional organizations help?

The problems of the adolescent were listed by the group as follows:

- Parents versus adolescents
- Independence and dependence wanted by parents at the same time
- Communications between parents and adolescents
- Family rank of children - preference shown by parents
- Rank in school - social groups or clubs - social competition
- Desire to be older
- Varying maturation of boys and girls
- Behavior on dates - responsibility on girls or boys?
- Adolescents do not get adequate sex education from parents
- Early marriages - illegitimacy -
  - 17% of high school students in the southeast have illegitimacy problems
- Parents lack experience in the teen-age world as it now exists
- Lack of a feeling of security among teen-agers
- Parents and teen-agers are "too busy"
- "Must go to college" feeling among teen-agers, including those who are not prepared.

In the discussion it was brought out that a teen-ager's car can be a status symbol, but at the same time a great responsibility. A clothing label can also be a status symbol, especially among the younger adolescents. Steady dating is not as popular now, according to some Raleigh high school students. It does seem to be somewhat of a status symbol in Junior-high.

Someone quoted that "If you work as hard at staying married as getting married, less marriages would break up." Individuals can be too independent to be a good marriage partner. It was stated that venereal diseases have increased greatly in the United States in the age group 15 to 19 years. The first sexual experience in a venereal disease group interviewed was between 9 and 11 years of age. It was suggested that parents need to band together in setting standards with-



in a community. It was brought out that parents are unorganized in their ideas, while teen-agers are organized. Parents should command the respect of their children through example, have a relationship that develops mutual respect. Children need to know where they stand in the home. A teen-ager suggested that teen-agers be allowed to pay for their mistakes (example-speeding tickets). A solution was to begin two-way communication early, between parents and children. Parents should be organized as a group in giving direction to youth and establishing common limits so that the youth will know these limits.

The College Group Report stated that the problems and pressures for this group are cheating, pressures from the family because they (the family) are paying the expenses, social success, decision making for the first time and no one there to compliment their efforts, and conflict of values that motivate college attendance. Channels of communication must be kept open between parents and children, and parents must instill high values in children prior to college. Then the college begins to help set the goals for the student.

The Beginning Family is beset with many pressures. Perhaps the two greatest are the pressures to be happy and to keep busy.

Our concern as professional people working with the family is to help these families cope with these pressures. A major problem here is the lack of communication between these two groups. We must help the family to understand that in most situations it is impossible to change or overcome these pressures; therefore, they must learn to accept the situation as it is.

It is the responsibility of the family to train the children in skills. The duty of the schools is only to supplement this training. All Agencies represented agreed that home economics training; especially in the area of family life education is needed. Nevertheless the most valuable training in this area should be provided in the home.

The churches have a definite opportunity to teach but often can not reach the people because they are hesitant to admit their problems in this group setting for fear of ridicule.

In the discussion concerning whether the mother should work or not it was pointed out that a working mother can be a good mother. The quality of time spent with the child is more important than the amount of time.

The Beginning Family Group Report suggested ways to help the young family avoid and overcome problems. Family life education should be available before and during marriage, provided by such community institutions as schools and churches, as well as publications. This may help develop the ability of the young family to solve problems. Young couples need to develop a more realistic attitude toward marriage. It was brought out that a man should learn to appreciate a good wife, and the wife appreciate a good husband.

#### Parents of School Age Children: Concerns of Parents:

What are some of the pressures on school age group

1. To have our children excell in school because this does reflect on the parents. On the other hand some children are not being challenged enough.
2. To grow up too quickly - comment from white house conference was quoted "We in America really don't like children, therefore, we try to force them to grow up".

Thoughts that might help in relieving pressure on school age groups

1. For parents (and children) to come to recognize that fast growth is not necessarily desirable - that one must be a child for a long time before they grow up in order that they may have a greater awareness of the world around them.

2. For children to be given an opportunity to see that everything doesn't "come easy". It was brought out that prolonged education is considered to be too time consuming for those who have everything at once with no effort. Therefore many are willing to settle for less ambitious vocations because it's easier.

One of the tensions facing this group is that we want to keep them children in boy-girl relations, but develop their potential in science, etc. beyond their years

The point was made that surveys of High School students have shown that 40% wanted to go into professions - yet society can absorb only 7% in these vocations.

Comment- 50% of youngsters drop out before they finish high school, but many parents who can't read expect their children to go to college - they expect too much- children can't measure up and drop out.

Working mothers were mentioned as a possible reason for increased tensions. Studies were cited to show there was no difference in groups of children of non-working and working mothers in relation to juvenile delinquency, etc. Many felt working mothers spent more hours in face to face contact with their children than many non-working mothers.

One limitation noted regarding the mother working was that "Children don't ask questions or react on schedule". Parents cannot share these moments with their children therefore they miss something.

The Parents of School Age Children Group listed some of the pressures of this group as follows:

1. To accelerate social life
2. To skip childhood
3. To visit or see a historical or cultural place or program to "say" they have "been", rather than to learn and enjoy.

It was brought out that "honest" work needs to be emphasized, and that parents should make decisions and stay with their decisions.

The Parents of Adolescents Report suggested that parents should strengthen the relationship between themselves. They need to develop more self confidence in themselves as parents, and create an atmosphere of love in the home. Parents should realize that children and adolescents need to experiment, and it is the parents' duty to evaluate the experience. Parents should agree on, and set, the values for the family. Parents should take time for communication and meditation, and then feel confident they have done their best. Privileges for the adolescent should be based on the maturity of the individual. "Family teamwork" was emphasized as very important. The adolescent age was defined as an age of experimentation and individuality, when one is neither a child nor an adult.

The Launching Family Report stated that at this stage parents are becoming obsolete. The child is insecure in regards to the future. This is the time when parents should have a group of counselors for their children, to assist in decision making, such as pastors, teachers, or other professionals. A good communications system should already be established between the parents and children. The family should find creative things to do together, and as individuals. The parents should assist their children in developing their heads, hearts, hands, and health.



The senior citizen is a victim of the 5-B's - bunions, bulges, belches, and bifocals. Every community should include senior citizens on the community planning board. Senior citizens should be allowed to act their age. Senior citizens should be trained so that they can retire to "something", so that they may use their newly found leisure constructively. There should be adequate housing facilities available for both the well and the ill aged. The senior citizen should be educated so that he will be able to fill his last years to his satisfaction.

"Marriage and Family Counseling - How It Can Help Today's Families Meet Social Pressures", Dr. Emily H. Mudd, Professor, Family Study in Psychiatry, Univ. of Pa.; Director, Marriage Guidance Council, Philadelphia, Pa.

Successful families are not without problems, but they are resourceful in solving their problems. She defined marriage counseling as the process in which the professionally trained counselor assists a person or persons solve problems in their interpersonal relations. Approximately 40% of counseling is now done by ministers or the family doctor, 10% by social agencies, and 10% by trained special counselors. The court can probably contact more people at the right time for counseling. Dr. Mudd brought out the fact that most of those counseling have had little or no training in counseling. Graduate training is necessary for such work. There is no "100% skill" in counseling. Mistakes can be made. She states that lawyers, public health nurses, and others in similar fields, are beginning to wonder if they need marriage counseling training. Counselors do not want to deal with problems that can be solved alone by the individual. People need help when they cannot work out their problem, when they are at a stalemate. People need to be educated, as to when they need help, as well as where to find it. Counseling goals should not be just to solve the immediate problem, but should cause the individuals to change their behavior and way of thinking so that there will be a modification of behavior in reaction one to the other. Counseling should promote confidence in family living. Dr. Mudd said, "Let the child know that failure is a way of learning - not the end." "One may learn more from failures than from apparent successes," and "we cannot all be 'best' in everything, so develop that in which you are 'best'." Dr. Mudd reported that in marriage counseling situations on which a follow-up interview was made after several years, 66% were successful, 29% were the same as before the counseling, and 5% were worse than before counseling.

Discussion Groups by Community Interest:

Community Health and Social Agencies:

Twenty-five percent of the population is in the low income group. Since this group tends to have the greatest concentration of children there is a definite need for work with this group of people. Our challenge is to help the family raise its income level.

The following suggestions for helping to raise the income level were made:

1. Help promote legislation to raise the minimum wage law.
2. Help promote marketable skills.
3. Help people identify skills and put them to use.
4. Keep children in school so that they will have better potential as wage earners.
5. Do more in area of family living and child care.

All agencies were interested in working on this problem but agreed that better understanding and cooperation between the different agencies was needed. Each agency should become familiar with the function of other agencies. Some system of referral is needed so that when help is requested that a given agency is unable

to provide they would know where to refer the people.

In some areas a committee composed of representatives from community, health and social agencies met regularly to learn the services of each so as to more effectively use these services available.

Dr. Ellen Winston, - State Welfare Commissioner, presented what welfare and health departments were attempting in this area. The discussion centered on the 25% of population who are needy.

Recommendations made after the meeting:

Many felt that more attention should have been given to ways that agencies could assist the other 75% of the population.

In the Counseling Services Discussion Group, it was brought out that 99% of the problems of industrial workers is in marriage. A good listener may accomplish more as a counselor, than one who provides too much advice. A counselor should help the individual identify his problem and assist the person in thinking through his problem. A good counselor will know what the problem is before the individual. Counseling should involve showing interest in the individual, and "caring for and sharing" the problem. A relationship must be established between the counselor and the one to be counseled before counseling can begin.

Slides made in Russia, of Soviet Family Life, by Dr. David Mace two years ago, were shown for one session. Dr. Mace narrated this program and made the following observations:

Russia produces more than four times the new books as the U.S. per year.  
There are 40 million privately owned homes in Russia.  
Students are paid salaries to be students-those who make the highest grades get the most pay.  
All stores are owned by the government.  
All Russians have to be able to understand the mechanics of an automobile before they are given a driver's permit.  
Children of women workers are cared for in nurseries while the mothers work.  
Forty-seven percent of the laborers are women.  
A peasant is allowed to sell the little he can produce on his piece of land for whatever price he can get on the market.  
There are Wedding Palaces, with directors, in which couples get married.  
The best students become grade school teachers, as Russians believe children should be taught in the best way early.  
There are a few "working" churches in Russia-others are museums. However, no church property has been defaced other than what was done during the war.  
There is no recognition for those who have contributed the most to the welfare of the country-a picture of the individual is posted in a public place for a year.  
The Russian family is a close-knit, peace-loving group.

In summarizing the total conference, Dr. David Mace said, "the conference lifted us to higher levels - of confusion", and "Hats off to the past - coats off to the future."

Supplement to the Report of the Conference of the North Carolina Family Life Council and Southeastern Council on Family Relations. (Please attach this to the report sent with the December, 1962 Family Relations Newsletter)

### Parents of Adolescents

Definition of an adolescent was given us one who is neither a child nor an adult. The question was asked, "When is he a child?" "When is he an adult?" Dr. Kathryn Powell began the discussion by introducing the challenging book, "The Vanishing Adolescent" by Friedenberg.

#### I. The adolescent looks at himself

- A. The adolescent asks
  - 1. Who am I?
  - 2. What do I want?
  - 3. Where am I going?
- B. The adolescent may answer
  - 1. Boys' behavior sometimes speaks through
    - (a) Speed
    - (b) Drink
    - (c) Sex
  - 2. Girls' behavior may be the result of pressure for popularity
    - (a) Clothes
    - (b) Social privileges
  - 3. The adolescent has said the "parents push", but he may not realize that his peers push as well.

#### II. What can we do?

- A. Recognize the individuality of boys and girls
  - 1. Parents often feel insecure
    - (a) Insecurity results in inconsistent discipline
    - (b) Parents should stop examining everything
    - (c) "Do-it-yourself psychology" is dangerous
  - 2. Parents should realize there is "no exact recipe" for the adolescent.
- B. Need for parents to extend the adolescent period
  - 1. During this time the adolescent should find his ego-identity
  - 2. He should find a fidelity to an ideal
    - (a) Dr. George Douglas said, "We are rearing spiritual morons."
    - (b) "Meeting of the minds" is good, but mass media has become a crutch", Dr. Douglas
  - 3. Major responsibility of adolescents is learning
    - (a) Adolescent may feel learning is unrelated to life--finds no thrill in intellectual life
    - (b) Parents can help the younger get a thrill out of books
      - 1. Discovering books
      - 2. Discussing all learning
  - 4. Parents encourage school officials to provide school curriculum for non-college group -- job training.
- C. "Love of parents is the crucible," according to Dr. John Mogeys
  - 1. Look at authority pattern in the family for
    - (a) Adolescents' beliefs about marriage
    - (b) For cultural pattern
  - 2. Motivation to achieve is a product of the pattern in the family



III. What can society do for families that want nothing except "a nickel in a slot machine" type of answer

- A. Need to get together with other parents
- B. Express faith in ability as a parent
  - 1. "Enjoy the Teen-Ager", Hoover Rupert
  - 2. "Enjoy Your Parents", Robert Powell
- C. Practice timeless values
  - 1. Inner resources must be emphasized
  - 2. Parents spend time in meditation
- D. Put the problem on the basis of a learning experience
  - 1. Encourage family councils
    - (a) Face the crisis
    - (b) "What can we do to prevent repeating this mistake"
    - (c) "What have you learned?"
    - (d) "What can we do to help you learn?"
  - 2. Help children evaluate situations

IV. Summary

- A. We value the family
- B. As parents we need
  - 1. To recognize that we have faith in
    - (a) Good judgement
    - (b) Help in an atmosphere of love
    - (c) Worth and dignity of the individual
- C. Vital need for communication between parents and adolescents.
- D. Parents need to allow children to accept responsibility
  - 1. Develop appreciation of labor
  - 2. Responsibility is a continuous learning experience
- E. Parents need to "stick together"
  - 1. In groups as P.T.A.
  - 2. Strengthen relationship between father and mother
- F. Trust you have given your best to your child.

Discussion Groups -- Church

How the church can serve in the Family Life program

- 1. Preparation for Marriage
  - a. Counseling
  - b. Guidance be given in strengthening spiritual values in marriage
  - c. Youth group study
- 2. Understanding
  - a. Religious needs
  - b. Other needs
  - c. Parent group
  - d. Evangelism
- 3. Worship
  - a. Unites the family
  - b. Opportunity to talk things over
  - c. Sing together
  - d. Worship in the church
- 4. Family Activities
  - a. Recreation
  - b. Creative activities -- crafts
  - c. Family camps

5. Home and Church Together

- a. Dr. Joseph Fowler said, "Church is not capable of teaching family life"
  1. No trained personnel
  2. Ministers too busy
- b. It was decided to train lay leaders for family life teaching
- c. Remember church is a redemptive fellowship

II. Church helping the family meet social pressure

- a. Day-care for children of working mothers
- b. Where is the family in the social pressure?
  1. Is the church contributing to social pressure?
  2. Church needs to find out.
- c. New curriculum: being prepared by churches from pages 1-11.
- d. Church members practice being as well as doing

III. Summary

- a. Two issues for church are
  1. Educational field
  2. Counseling.
- b. Power in reserve is in Christ
  1. Peace of Christ
  2. "Jesus Christ -- Lord of the Family" is a theme to be implemented in the community.

College and University Group

The discussion was animated and brought out many excellent points. (At times the resource people were too "bookish" in their choice of words and methods of explaining their points.) A great deal of time was spent in discussing the pressures which left little time for concrete recommendations for possible solutions. A few of the points brought out are given below:

Pressures do come with rapid change of past 50 years. 45% of those entering college do not graduate -- are drop-outs due to pressure.

The negative destructive pressures were accepted as:

- Distorted view of the dollar
- Distorted view of status, social pressure, belonging
- Distorted view of sex, involving experimentation out-of-marriage and extra marital relations
- Distorted view of college and university education--emphasis on grades - both constructive and destructive
- Pressures on students themselves,
  - Grades expectations, fear of failure and pressure from families of the students-----Girls -- Get Your Man, Boys -- Get Ahead!
- Pressures on families of students
  - Financial - Expectations, etc., Disappointments

The comments of three or four students in the group were most interesting. One University student, a young man, commented that "though I admit that there is much sex experimentation I do not feel it is as widespread as we are led to believe."

What can be done to help students and families of students handle these unavoidable pressures?

1. Must decide what kind of people we want to produce.
2. American social system demands ability and skills.



3. Must know how to develop vision for future.
4. Must help youth build worthwhile goals.
5. Must help youth and parents to recognize and handle pressures.
6. Must keep family channels of communication open.
7. Must strengthen youth in decision making.
8. Must help parents in developing goals and value and to understand youth and its problems.

### "Senior Citizens"

These are some of the main points emphasized:

Be sensitive to feelings of senior citizens. They want to belong, to be somebody.

Let them be themselves.

We are wasting so much talent, and losing so much of the value and experience of older people. Younger people are paying others to talk to, rather than talking to older people. There is a need to coordinate services of older people to needs of the community.

Senior citizens should be involved in the planning for their group.

The senior citizens attitude toward life is important. We find two attitudes existing: (1) those of persons approaching old age, (2) those of society toward the aging.

Conflicts exist in the family between older persons and younger persons ideas. We should help older citizens to recognize their limitations.

Children emancipate themselves from parents more than parents do from children.

Problems of housing, finances, health care, and loneliness are some that exist for the older person.

The community should ask itself these questions:

1. What can be done for present senior citizens? Immediate plans?
2. What can be done for those who will sometimes be senior citizens?  
Long range plans?
3. Should the older citizen be in senior citizen homes? If so, these should be in communities, and not so far removed from friends, relatives, surroundings, etc.

What can be done in the communities?

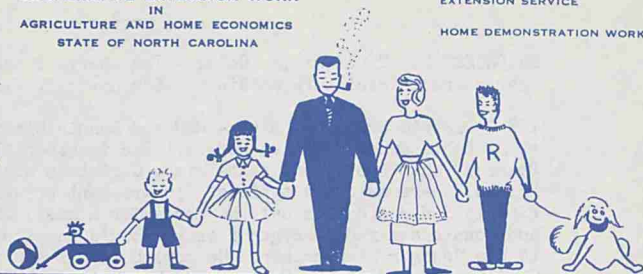
1. Education of all age groups in communities to change attitudes toward aging. Use mass media. School, home church and other organizations in community should work on this.
2. County committee on aging can help.
3. Know who senior citizens are in community. Know where senior citizens are in community.

In preparing for growing older, every person should try to know himself. He should find his abilities. Inner resources are in every person. The spark should be found.

"Family life is important from the womb to the tomb."

\* Correction: On last page (No. 6) of earlier report the statement "There is no recognition for those who have contributed - - -" should read, "there is recognition - - -"

## Family Relations Newsletter



November - 1962

### Films for Christmas

CHRISTMAS CUSTOMS NEAR AND FAR (1½ reels, 13½ min.) This warm colorful story relates the origins of many of our Christmas customs. Children of German, Swedish, Mexican, Italian, and Chinese descent enact typical Christmas celebrations of those countries. Against a rich background of Christmas music, the film carries the message: "We are joining with our brothers around the world when we rejoice in the miracle of Christmas!" \$75 B & W - \$150 Color. Primary, intermediate, Junior High, Adult.

CHRISTMAS ON GRANDFATHER'S FARM (1890's) (2 reels, 21 min.) It's a happy sleigh ride for the Bradford children and grandchildren on their way to spend Christmas with Grandpa and Grandma at the big farmhouse. This "old-fashioned Christmas" - rich in warmth, laughter and love - begins with Grandpa's reading of the Biblical account of the first Christmas. The twinkling candles on the tree, hand-made gifts, presents for cousins, aunts and uncles, and a very special surprise for a grandson, Josh - all add to the festive excitement of this day. \$120 B & W - \$240 Color. Primary, intermediate, Junior High, Adult.

CHRISTMAS ON GRANDFATHER'S FARM (1890's) (Short Version) (1¼ reels, 13½ min.) Because of the numerous requests for showings with limited time available, this short version of the full length picture was made. The film is the same as the one described above except for a few scenes and sequences which have been shortened. \$75 B & W - \$150 Color. Primary, Intermediate, Junior High, Adult.

Baptist Book Store, Raleigh, N. C.

TEENAGE CHRISTMAS 30 min. - A group of teenagers are busy at the church putting together a large outdoor nativity scene. Some of them are doing it almost grudgingly, however, and they reveal how they are caught up in the mad rush of pressures and the commercialization of the Christmas season. Then the teenagers learn a big lesson about the true meaning of Christmas. Family Film. Rental \$9.00 (\$15.00 during December) Ages 13-19

THE GREATEST GIFT 30 min. - A typical family celebrates Christmas, complete with carolers and exchange of gifts. While the grandfather reads the nativity story from the Bible, the scene changes to show the Bethlehem manger and the visits of the shepherds and Wise Men. The film makes a strong appeal for magnifying Christ at Christmas. A Concordia Film. Rental \$9.00 (\$12.50 during Dec.) Ages 9-up

BRIGHTEST NIGHT 14 min. - Color - The story of the nativity, told with miniature characters in miniature settings. Church-Craft Film Rental \$10.00 Ages 6-12

THE CHRISTMAS SPIRIT 30 min. - Rod and Donnie Blaine are very fond of some ponies at a stable owned by Steve Morgan. Rod is especially fond of a Welsh pony named Prince. When Rod's aunt sends him a Christmas money order with which to buy Prince, there is quite a bit of disagreement between his father and stepmother. Finally Rod decides to use the money for a small Shetland pony so that both he and Donnie can ride. Morgan sees the boy's devotion to his family and especially to his younger stepbrother. He remembers his own son lost in the war, and on Christmas Day delivers Prince and the Shetland. Rod's love is shared by all as they see the true Christmas spirit. A Family Film Rental \$8.00 (\$12.00 during December) Ages 9-up

GUIDING STAR 30 min. - This heart-warming human relation story vividly reveals the Christian life. Uncle Harry is a Christian who lives 365 days a year by the resolutions most people make once a year. On Christ's birthday, through Christian insight, he enlightens an embittered mother and reunites a long unhappy and misguided family. A Family Film Rental \$8.00 (\$12.00 during Dec.) Ages 9-up

#### E B F

CHARLES DICKENS CHRISTMAS. EBF 1956 - 22 min. Mr. Pickwick's Christmas visit to an English farm.

CHRISTMAS RHAPSODY EBF 1948. 11 min. b&w. Beautiful photography and music make this warm story of the littlest Christmas tree.

CHRISTMAS THROUGH THE AGES. EBF 1954. 13 min. Story of Christmas, blended from many sources.

NIGHT BEFORE CHRISTMAS EBF 1955. 11 min. b&w Story of the beloved poem by Clement Moore.

Cokesbury Press, The Methodist Church, Atlanta 3, Georgia

HOLY NIGHT (16mm film: Cathedral Films; 30 min.) An inspiring film that begins with the prophet Isaiah foretelling the coming of the Messiah. Includes the siege and burning of Jerusalem, the slaying of the 185,000, the Annunciation, Mary's response, Joseph's dream, Mary's visit to Elizabeth, the trip to Jerusalem, the innkeeper's refusal to furnish a room for Mary and Joseph, and finally Jesus' Birth. (MPO) B & W Rental, Postage extra \$9.00 - Dec. \$15.00

GOD'S CHRISTMAS GIFT (16mm films; Family Films; 15 min.) Eight year old Sandy Adams' church school teacher gives a puzzling riddle to her class. All during the week, Sandy tries to figure out the answer to the Christmas puzzle. Sandy sees her parents getting ready for Christmas and builds a Nativity scene herself and finally one evening she and her parents discover the answer to the teacher's puzzle. (MPO) B & W rental, postage extra \$5.00 Dec. \$7.50

CHILD OF BETHLEHEM (Cathedral Films; 22 min.) The story of the Birth of Jesus and his childhood until he was twelve years of age. Follows the narrative recorded in Mathew and Luke. Includes the journey of Mary and Joseph from Nazareth to Bethlehem, the adoration of the shepherds, the visit of the Wise Men, Herod's order, the flight into Egypt, return to Nazareth, and Jesus' trip to the temple. (MPO) B & W Rental, postage extra, \$7.00 Dec. \$10.00



A BOY AND HIS BIBLE (Family Films; 30 min.) Jimmy, a copy boy on a city newspaper helps a cynical newspaper editor see that if this confused world is to be changed into a better place, our hearts must be changed, and Christ is the only one capable of bringing this change about. Jimmy's faith inspires a Christmas editorial in the paper by the editor. (MPO) B & W rental - postage extra \$9.00

BIRTH OF THE SAVIOR (Family Films; 15 min.) An interesting presentation of the events surrounding the Birth of Jesus, based on Isaiah 9:6; Luke 1: 26-56; Mathew 1:18-25; and Luke 2: 1-16. Includes the prophecy of Isaiah; the Annuciation; the song of Elizabeth; the magnificat of Mary; the Birth of the Savior. (MPO) B & W Rental postage extra \$5.00 Dec. \$7.50

TO EACH A GIFT (Concordia Films; 30 min.) Love and devotion in Christ-filled hearts make Christmas a happy occasion. This period picture from the turn of the century tells the heart-warming story of how love and understanding bring Christmas to a family of Swedish immigrants. Its message of love, selflessness, and devotion, beautifully and realistically portrayed, presents a powerful example of the true spirit of Christmas translated into everyday life. Inspiring for all ages. (MPC) postage extra B & W rental \$9.00 Dec. \$13.50

THE NATIVITY (American Bible Society; 17 min.) The story of Christmas from the Annunciation to the adoration of the Wise Men from the East. Presented in a Palestinian setting, the film story follows closely the scriptural accounts of Luke 1:26-28, 2:1-16, Mathew 1:18-25, 2:1-2, 9-11. The sound consists of biblical narrative in the words of the King James Version. Background music of familiar hymns. (MPO) B & W rental, postage extra \$7.50

THE GREATEST GIFT (Concordia Films; 30 min.) The joyous message of Christmas is dramatically portrayed in this heart-warming story of Christ's birth. Beginning with a typical family Christmas celebration, and the exchange of gifts, the scene changes to the re-enactment of the events at Bethlehem while one of the characters read Luke 2 and Mathew 2. The final scene changes back to the family living room with an appeal to all to keep Christ in Christmas and the singing of carols. (MPC) B & W postage extra Rental \$9.00 Dec. \$12.50

STAR IN THE NIGHT (Warner Bros.; 20 min.) An overwhelming beautiful story of another birth on Christmas drawing a modern parallel with the Birth of Christ; showing how Christian principles govern the actions of men of good will. An academy award winning film short. (MPF) B & W Postage extra Rental \$7.50

SILENT NIGHT (Coronet Films; 12 min.) A beautiful and stirring Christmas story visualizing the historical and dramatic factors that contributed to the writing of the Christmas carol Silent Night. Here's the account of the village priest who wrote the song, of the choirmaster who composed the music for the Christmas celebration, and the organ repairman who carried the song to the other villagers. Now Silent Night has probably become the most loved of all Christmas carols the world over. (MPO) B & W Rental, Postage extra \$5.00

CHRISTMAS THROUGH THE AGES (Encyclopedia Britannica; 14 min.) The contributions of several countries to the celebration of Christmas. Many of the customs and practices of Christmas through the ages - the origins of gift giving and carol singing. B & W Rental, postage extra \$4.00 Color \$6.00

SANTA CLAUS SUIT (Athena Films; 13 min.) Stripes declares he must see Santa Claus or he will not believe in him. Spot dresses as Santa in order to satisfy his friend but his deception is discovered and Stripes is disillusioned. Later the Santa Claus suit explains everything. (MPO) Color Rental, postage Extra, \$8.00

THE CANDLEMAKER (Cathedral Films; 13 min.) Tom finds that stewardship means more than giving the tangible gift - it means using his time and care, talent and concern until only the best is offered in love. (MPO) Color Rental- postage extra \$8.00

BRIGHTEST NIGHT (Church Craft; 15 min.) A beautiful Christmas story of children. A mother and father tell their children about the Birth of Jesus and the visit of the Wise Men as they decorate the family tree. (MPO) Color - Postage extra \$7.50 Dec., \$10.00

LIFE OF CHRIST IN ART (Coronet; 21 min.) The Life of Christ through a unique approach. Narration largely from direct Gospel quotations. Mostly paintings illustrate the events. Together scenes and narrative blend to form an artistic resume of some of the most familiar and well-known events in the Life of Christ. (MPO) Color Rental, postage extra, \$12.50

Books for Christmas: Presbyterian Book Stores, Box 6127, Atlanta 8, Georgia

CHRISTMAS SCROLL Lamech, a stable hand, writes the Christmas story as it unfolds before him. Then he buries his precious scroll for safekeeping. 50¢

THE MAN WHO OWNED THE STABLE We encounter some human faults and virtues just like our own as we hear the story of the stable owner and what he did and felt on the night Christ was born. 50¢

MR. JONES GOES TO BETHLEHEM In a dream-fantasy, the owner of a large department store makes a trip to the Nativity scene to learn the meaning of Christmas. 50¢

IN SEARCH OF CHRISTMAS Deadline time looms up for a top reporter in the big city before he finds his "new" Christmas story. 50¢

MY SON Joseph tells in moving words what it meant to be chosen to help rear the Son of God. 50¢

THE EMPTY CUP Life becomes meaningless for a young couple when Herod kills their only son. Then another Child shows them a new meaning to life. 50¢

PULLARS OF THE STAR Four tiny cherubs who have influenced a selfish mortal are given the privilege of pulling the Star. 50¢

#### Reading for The Family At Christmas

Christmas wouldn't be Christmas for most families, especially those with children, without reading some of the famous Christmas stories. This is one of the best traditions of all. If you have never read aloud in your family, why not start this Christmas. It will be a custom every member of the family will enjoy. Let different members of the family choose a story they would like to read, or have read, if this is your first attempt at family reading. You might like to choose a fairly short story. This selected list may give you ideas to start from. Some of the selections will take only a short time, others will take several hours, and parts of the longer stories could be read at different times. Remember children are not going to sit still at Christmas time even to listen to a good story.

THE CHRISTMAS STORY - from the Bible

THE BIRTH OF JESUS - Luke, 2:1-14

THE VISIT OF THE WISE MEN - Matthew, 2: 1-16



CHRISTMAS STORIES The home book of Christmas by Mrs. May Lamberton Becker  
 TOLD UNDER THE CHRISTMAS TREE A collection of Christmas stories, poems, and legends, compiled by Frances Cavanaugh, illustrated by Nellie H. Farnam.  
 A CHRISTMAS CAROL by Charles Dickens, illustrated by Francis D. Bedford  
 ONCE ON CHRISTMAS by Dorothy Thompson : She tells her 7 year old son what Christmas was like when she was 7 years old.  
 THE SPIRIT OF CHRISTMAS by Henry Van Dyke Contents: A Dream Story; The Christmas Angel; A Little Essay; Christmas-Giving, and Christmas-Living- Living a Short Christmas Sermon; Keeping Christmas; Two Christmas Prayers-A Christmas Prayer For the Home; A Christmas Prayer for Lonely Folks.  
 CHRISTMAS TALES FOR READING ALOUD by Robert Lohan  
 CHRISTMAS TRADITIONS by William Muir Auld  
 THE BIRD'S CHRISTMAS CAROL by Kate Douglas Wiggin - A charming old fashioned story with a welcome message of love and good will mingled with tears.  
 THE NIGHT BEFORE CHRISTMAS by Clement C. Moore  
 WHY THE CHIMES RANG by Raymond Alden  
 THE OTHER WISE MAN by Henry Van Dyke  
 AT CHRISTMAS TIME, THE WORLD GROWS YOUNG by Amy Bruner Almy  
 SO THIS IS CHRISTMAS, AND OTHER CHRISTMAS STORIES by Temple Bailey  
 1001 CHRISTMAS FACTS AND FANCIES by Alfred C. Hottes, published by Macmillan  
 - (costs about \$3.00)

# CHRISTMAS PROGRAMS

## Plays

|                 |                                     |              |
|-----------------|-------------------------------------|--------------|
| L. M. Brings    | Modern Treasury of Christmas Plays  | Denison 1955 |
| A. L. Fisher    | Christmas Plays and Programs        | Plays, 1960  |
| A. L. Fisher    | Holiday Programs for Boys and Girls | Plays        |
| S. E. Kammerman | Treasury of Christmas Plays         | Plays        |
| R. Lohan        | New Christmas Treasury              | Daye, 1960   |
| Plays           | Christmas Plays for Young Actors    | Plays        |

## Poetry

|               |                             |                 |
|---------------|-----------------------------|-----------------|
| S. W. Brewton | Christmas Bells Are Ringing | Macmillan, 1951 |
| A. T. Eaton   | Welcome Christmas!          | Viking, 1955    |
| C. C. Moore   | Night Before Christmas      | Golden, 1960    |

## Stories

|                |                                       |                 |
|----------------|---------------------------------------|-----------------|
| R. Alden       | Why Chimes Rang                       | Bobbs, 1945     |
| A.C.E.I.       | Told Under the Christmas Tree         | Macmillan, 1948 |
| C. Bishop      | Happy Christmas                       | Day, 1956       |
| C. Dickens     | Christmas Stories                     | World, 1946     |
| W. Harper      | Merry Christmas to You!               | Dutton, 1935    |
| L. Johnson     | Christmas Stories 'Round the World    | Rand, 1960      |
| R. Lohan       | Christmas Tales for Reading ALOUD     | Daye, 1946      |
| R. Sawyer      | Long Christmas                        | Viking, 1941    |
| E. S. Smith    | Christmas Book of Legends and Stories | Lothrop, 1944   |
| H. Van Dyke    | Story of Other Wise Man               | Grosset, 1923   |
| K.D.S. Wiggin  | Bird's Christmas Carol                | Houghton, 1941  |
| E. Wagenknecht | Fireside Book of Christmas Stories    | Bobbs, 1945     |

## A story for the Youngest

|             |                            |                |
|-------------|----------------------------|----------------|
| M. Ets      | Nine Days to Christmas     | Viking, 1959   |
| S. Hoff     | Where's Prancer            | Harper, 1960   |
| V. Kahl     | Plum Pudding for Christmas | Scribner, 1956 |
| C. Tazewell | Littlest Angel             | Grosset, 1960  |
| M. Vance    | While Shepherds Watched    | Dutton, 1946   |
| D. Wilson   | Family Christmas Book      | Prentice, 1957 |

### Christmas References

|                           |                        |                              |
|---------------------------|------------------------|------------------------------|
| Christmas                 | Robert Haven Scauffler | Dodd, Mead & Co., New York   |
| Come Christmas            | Lesley Frost           | Coward-McGann, Inc. New York |
| Christmas Stories         | Jacob A. Riis          | The Macmillan Co. New York   |
| The First Christmas       | Lew Wallace            | Harper & Bros. N. Y.-London  |
| The Christmas Book        | Marguerite Ickis       | Natl. Recreation Assn. N. Y. |
| Let's Celebrate Christmas | Horace J. Gardner      | A. S. Barnes & Co. New York  |
| The Christmas Companion   | John Hadfield          | E.P. Dutton & Co. Inc. N. Y. |
| The Story of Christmas    | Reginald John Campbell | The Macmillan Co. New York   |

### Reference Books from State Library Commission

|  |  |  |
|--|--|--|
| The Christmas Book of<br>Legends and Stories | Elva Sophronia Smith<br>Alice Isabel Hazeltine | J. J. Little and Ives Co.,<br>New York |
| Christmas Comes Again                        | John N. Then                                   | The Bruce Publishing Co.,<br>Milwaukee |
| Christmas Everywhere                         | Elizabeth Hough Sechrist                       | Macrae-Smith-Company<br>Philadelphia   |
| 1001 Christmas Facts<br>and Stories          | Alfred Carl Hottes                             | A.T. De La Mare Co., Inc.<br>New York  |
| Christmas in Many Lands                      |  | The Page Co., Boston                   |
| So Gracious is the Time                      | Annie B. Kerr                                  | The Womens Press, New York             |
| Yule-Tide in Many Lands                      | Mary P. Pringle                                | Lothrop, Lee & Shepard, Co.<br>Boston  |

### Christmas Tree Decorations Children Can Make

1. **TINSEL BALLS** - Wrap walnuts in aluminum foil or scraps of colored foil discarded by florists. Use thread or ornament hook for hanging.
2. **FOIL ICICLES** - Cut aluminum foil into 6-inch squares, then cut squares diagonally into 4 triangles. Wrap each triangle around a slim pencil or water color brush to form thin cone shape, then remove pencil. Use thread or ornament hook for hanging.
3. **GUMDROP STARS** - Make sunburst designs with large and small gumdrops and toothpicks.
4. **STRAW STARS** - Cut colored cellophane straws in half. Using heavy duty thread, tie 6 half straws in the middle, pulling tight. Thread ends may serve to hang ornament.
5. **CHAINS** - Using heavy duty thread and tapestry needles (blunt ends), string any of the following materials singly or in combinations:
  - raw cranberries, miniature marshmallows
  - popcorn, dry old, gumdrops
  - scraps of colored paper and cloth
  - short lengths of colored straws
  - aluminum foil crushed wads
  - buttons

6. FROSTED FIGURES - Bend and twist pipe cleaners into desired shapes. Dip into a mixture of 1 cup of powdered detergent and 4 tablespoons of plastic starch which has been whipped until light and fluffy. For added touch, sprinkle with mica snow or colored glitter.
7. BELLS - Using crayons or poster paint, decorate small drinking cups which do not have waxy coating. A button on the end of a string can serve as clapper.
8. COLORED CONES - With poster paint decorate pine cones. For extra touch sprinkle mica snow and colored glitter or glue M & M candy to each petal.

#### SAFETY HINTS FOR CHRISTMAS

1. Use flame resistant icicles and tinsel.
2. Keep base of tree in water or wet sand
3. No candles on or near the tree.
4. Be sure the snow around the tree will not burn.
5. Keep a waste basket handy for disposal of gift wrappings.
6. Do not hang metal foil icicles overwire or tree lights.
7. DON'T attach too many light strings to one outlet, and be sure insulation is not worn or sockets loose. A blown fuse is the signal of a dangerous overload. Be sure fuses are right size. Never use a penny in fuse socket.
8. DON'T use lighted candles on the Christmas tree or with other decorations. Place the tree well away from fireplace or other location where it is exposed to sparks or strong heat. Also keep tissue wrappings away from heat.
9. DO keep tree in water from time you bring it home. Place tree in water containing holder, and fill it daily. Remove dry tree from premises immediately after holidays.

Prepared by The National Safety Council



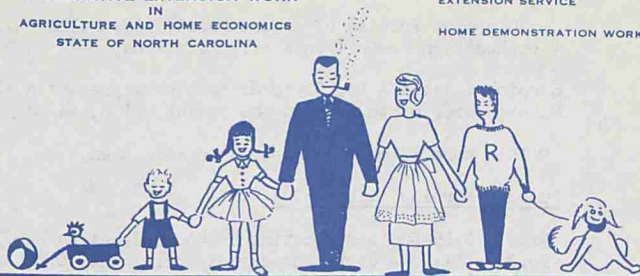
CHRISTMAS PROGRAM IDEAS

- \* Films (see list and suggestions for use)
  - \* Christmas in Literature (at the club meeting exhibit books and read excerpts from books the family can read together during the holiday season. Reading a certain story sometimes becomes a family ritual.)
  - \* Christmas Tree Decorations Children can Make (Have a workshop program and exhibit of ideas. See list of suggestions.)
  - \* Christmas Goodies Children Can Make (Have each member bring a sample and copies of the recipe to share with others. Exhibit various containers and ways of wrapping these items which children can make and give as Christmas presents.)
  - \* Make Your Own Family Christmas Cards (Workshop program to design and make original cards for the family. Have members bring scrap cloth and paper old Christmas Cards, glitter, buttons, tape, ribbon, etc. The illustrated Christmas letter which can be mimeographed is a good way to keep friends and relatives up-to-date on family news.)
  - \* Have a Safe Christmas (Stress safety measures.)
  - \* Another December Holiday (Have a local member of Jewish Synagogue tell about Hanukkah and how the Jewish family celebrates the holiday.)
- For further resource: Christmas Cheer, N. C. Recreation Commission.  
This will be sent under separate cover.

Frances Jordan  
Family Relations Specialist  
N.C. Agricultural Extension Service



# Family Relations Newsletter



October, 1962

## TODAY'S FAMILY CONFRONTS SOCIAL PRESSURES

Fifteenth Annual Conference North Carolina Family Life Council and Tenth Annual Meeting Southeastern Council on Family Relations.

Hotel Sir Walter, Raleigh, North Carolina - October 21, 22, 23, 1962

Sunday, October 21, 7:30 - 9:30 p.m. Opening Session

Keynote Address: "Today's Family Confronts Social Pressures," Dr. David R. Mace,  
Past-President, National Council on Family Relations; Executive Secretary,  
American Association of Marriage Counselors, Madison, N. J.

Reaction Panel: (an opportunity for panel members and the audience to react, vocally, to the presentation)

Moderators: Wallace C. Fulton, Mrs. Ruth Hathaway Jewson, Dr. John Mogeys, Dr. Mildred I. Morgan, Dr. Emily H. Mudd.

9:30 - 10:00 p.m. - Social Hour

Monday, October 22, Briefing Session

9:30 - 10:00 Conference Orientation Period

10:30 - 10:30 a.m. Coffee Break

10:00 - 11:45 Discussion Groups by Stages in Family Life Council:

Adolescents - College Group - Beginning Family - Parents of School Age Children

- Parents of Adolescents - The Launching Family - Senior Citizens.

12:00 - 1:30 p.m. - Conference Luncheon

Reporters from the morning discussion groups Highlighting, in thumb-nail sketches the Social Pressures in each stage of the Family Life Cycle and Dialogue: "What's Doing at National".

2:00 - 3:00 - Afternoon Session : Marriage and Family Counseling - How it Can Help Today's Families Meet Social Pressures: Dr. Emily H. Mudd, Professor, Study in Psychiatry, School of Medicine, University of Pennsylvania; Director, Marriage Guidance Council, Philadelphia, Pa.  
Inquiry Panel:

3:15 - 4:30 - How Groups Within The Community Can Help Meet Today's Social Pressures: Discussion Groups by Interest - School, Colleges, and Universities, Church, Community Health and Social Agencies, Counseling Services.

4:30 p.m. - Preview of Latest Family Life Films 4:30 p.m. - Business Meeting-  
(Southeastern Council on Family Relations)

Evening Session - Dr. David R. Mace will present a PICTORIAL TRAVELOGUE of the Maces' three month trip to the Soviet Union, as they studied Soviet Family Life.

9:15 - More Films for those who desire them.

### Tuesday Morning, October 23

9:00 - 9:15-Business Meeting of North Carolina Family Life Council

10:00 - 11:00 - Short Summary of Conference: Dr. David R. Mace

Panel: "Looking Ahead with Perspective"

Moderator: Wallace C. Fulton

Members: Executive Committees of the Two Councils

### CONFERENCE CLOSES

One agent from each district is being delegated to attend the meeting. It is hoped that others will choose to come on your own time. Copies of the program are being sent to all county family life chairmen through the state Family Life Committee. We hope that Home Demonstration Club organizations from each county will encourage representation at the meeting.

### N. C. Census Reports

Have you ordered your copies yet? For demographic information about your county such as: population by township, number people of each age group, employment statistics indicating number and age of women employed, occupations, income, education, number married, widowed and divorced by township.

Write to: Honorable Luther H. Hodges, Secretary  
U. S. Dept. of Commerce  
Bureau of Census  
Washington 25, D. C.

Ask for: U.S. Census of Population: 1960, North Carolina, General Social and Economic Characteristics, PC(1)-35C  
U.S. Census of Population: 1960, North Carolina, General Population Characteristics, PC(1)-35B

Have you read? "Who Takes Care of Mother?", Parents' Magazine, Sept., 1962. The author reminds us that "the hunger a young mother has for someone to talk to and confide in during the day is a real hunger; she is giving so much of herself that she must receive in return. The hour she spends on the phone chatting with her best friend while the children tear up the place can in the long run be more beneficial to her offspring than the hour she spends doing her laundry."

Does this comment have implications for the home economics agent? Is the telephone a way to reach the young homemaker? Ask your telephone company about a "conference hookup" plan. You could set a time to talk with half a dozen or more mothers at the same time for about 15 minutes.

Coming: Program resource suggestions for Christmas meetings will accompany the November Newsletter.

Frances Jordan  
Family Relations Specialist  
N.C. Agricultural Extension Service

## Family Relations Newsletter



September, 1962

### Dates to remember:

Sunday through Tuesday, October 21 - 23, 1962. - Joint meeting of Southeastern Region and North Carolina Family Life Council, Sir Walter Hotel, Raleigh, N. C. (Flyer of the preliminary program was sent in an earlier Newsletter). The meeting features Dr. David Mace, Dr. Emily Mudd, and other national leaders with a theme of: "Today's Families Confront Social Pressures"

August 21 - 23, 1963. - National Council on Family Relations Annual Meeting, University of Denver, Denver, Colorado. Plan now to combine a vacation with this educational opportunity.

### Ask your local libraries:

American Women - The Changing Image. Beverly Cassara, Beacon Press, Boston, 1962. (This is a compilation of essays written by eleven distinguished American women, including Pearl Buck, Lillian Gilbreth, Agnes deMille, Virginia Mason, Chase Going Woodhouse, and others, presenting their interpretations of the problems regarding women's changing roles. This is good background material to help the Home Economics Agent look at her personal and professional challenges.)

Report of Annual Meeting of National Council on Family Relations, University of Connecticut, Storrs, Conn., August 22-24, 1962

Theme: Eye on the Family

### Plenary Sessions:

"The American Family and World Affairs" - Francis Carpenter, head of news services for U.S. delegates to UN, substituting for Hon. Carl T. Rowan. Americans should learn how to take care of the stranger in our gates. The family of the foreign delegate represents the best families of the country from which they come, but their problems in America are very much the same ones that any immigrant family has. These are related mostly to finding a suitable place to live, and helping the children adjust to school. One problem which is peculiar to the delegate families is fear that the children will become too American and create a serious problem of readjustment when they return to their own country.

"The American Family and Mass Communication", Louis Hausman, Director, Television Information Office, New York. Since our tastes vary, there will always be differences of opinion about T.V. programs. 'Whose foot is to be the measure to which ours are to be cut?' Mr. Hausman had the following suggestions for the educator's (the home agent) relationship to the producer (the man at the T.V. station).

- Be realistic, the producer will know less about your subject and therefore will be less interested.
- The producer has his own programs and problems

over



- You, the educator, has the responsibility for being creative.
- You, the educator must have control over the information to be given.
- Is your information interesting?
- Is the idea sound?
- Be considerate of the rigid schedule T.V. must have.

Suggested programs: What's My Time?, a presentation of various hobbies of aging people.  
Skit and discussion of a family problem  
Family Conferences - a panel discussion of an everyday problem  
Puppet show - to reach children on family problems  
Tapes of case studies of families with problems

As private citizens viewing T.V. we should be selective, and express our opinions about programs to T.V. directors. "The extent that T.V. is significant in the pursuit of excellence will depend on the viewer's response to T.V. is efforts."

#### "The American Family and Consumer Economics"

In the old days when the family produced goods, the emphasis was on manual training in skills of cooking and sewing. Skill in handling income is important training needed today. We are pressured by advertising to choose through irrational appeal and though uninformed. More money will be spent this year on advertising than on all of education and research combined. The result is that "we are buying products we do not want, at a price we cannot pay, with terms we cannot meet, by advertising that we do not believe." We do not have the knowledge we need to avoid making mistakes. Consumer Reports is an excellent way to learn, but at the present time only the upper middle class with incomes around \$9,000 read this publication. Another problem facing American families is the right of the teen-ager to spend his own earned money and his lack of sufficient knowledge to spend it wisely, for we feel that abundance does not justify waste. Mr. Colston E. Warne, Pres., Bd. Dir., Consumers' Union.

In his response, William Kenkel reminded us that our concepts of spending are related to our values. What is waste? Who decides? As educators and parents, we should try to lay before our clientele and children the objective list of alternatives in order to help them to choose.

#### Excerpts from Section Meetings:

In educating for family living, we should break the traces of old traditions. We should re-evaluate and take only those traditions which are useful today. We are more likely to keep our moral traditions. We should help young person to examine the values he has and to establish those values he has decided he wants to incorporate into his value system. "Back of all values are the realities of life." Are we adults trying to hang on, with missionary zeal, to some values which are no longer useful in today's living?

The influence which a parent education program has on changed behavior within the family is dependent upon the influence the participant (mother usually) has in the family setting. (This has implications for home economics agents in relation to other subject matter. For example, all the teaching we do about home improvement with Home Demonstration Club members if of little use if her husband does not consider her opinion in decision making.

The School of Home Economics, University of Connecticut, has done some pioneer research on vocational rehabilitation of handicapped homemakers. Some results of their work include films, color slides, posters, exhibits, and bibliographies. For more information write to: Home Economics Research Center, Storrs, Connecticut.

For the latest facts on older people, write to Supt. of Documents, Wash. 25, D. C., for Congressional Record, Vol. 108, No. 97, Thursday, June 14, 1962, Senate, Statistics on Older People.

Prepared by: Frances Jordan  
Family Relations Specialist  
N. C. Agric. Extension Ser.



## Family Relations Newsletter



August, 1962

Since some of you may not have heard about the untimely death of Dr. Irene McFarland on July 4, I am quoting excerpts from the letter received from Orion N. Hutchinson, Jr., President-elect of N. C. Mental Health Association.

"It is with utmost regret and a deep sense of personal loss that I write to inform you of the sudden and untimely death of the President of the North Carolina Mental Health Association, Dr. Irene M. McFarland. With shocking suddenness at the age of 38, she died peacefully in her sleep presumably of a heart attack at their home in Wilson.

"Most of you knew her personally. To meet her was to become her friend. No one could match her combination of contagious enthusiasm, warmth of personality, energetic concern and authoritative professional knowledge of the field. Irene McFarland is truly irreplaceable.

"Let me suggest two actions you may wish to take. First, you as an individual and your local Association might express through a letter of resolution your appreciation of Irene and sympathy to her family. This could be sent directly to her husband and two sons: Dr. Dan McFarland, 1102 Tremont Road, Wilson.

Second, an Irene McFarland Memorial Fund has been established with the North Carolina Mental Health Association. At the time of Irene's death, the family requested in lieu of flowers, memorial gifts to be sent to the State Association. Again, perhaps you and your Association may wish to express your affection for her in this way. The Memorial Fund will be used at the discretion of the State Board for some purpose worthy of her memory.

No one person can fill her shoes. Perhaps by all working together we can fulfill the challenge she left us. As was spoken at her funeral, "Grief is the price we pay for the privilege of loving".

### Wise Words

"We didn't marry the man that courted us. We marry for better or worse, but we sometimes run out when worse comes." - a homemaker at Farmers and Homemakers Week, Greensboro.

"We must help women learn how to choose the best of the better ways to spend their time and energy." a Home Economics Agent, Mrs. Florence Sherrill.  
(Should we begin with ourselves?)

"Children tell us in every way within their power that they don't like competition." - Roberta Frasier, Family Life Specialist, Oregon. (Should we take a second look at the way we handle 4-H awards?)

### New Pamphlets

All Children Have Gifts, Anne S. Hoppock, Association for Childhood Education International. 75¢

Don't Push Me!, Margaret Rasmussen, Assoc. for Childhood Education Int. 75¢

Mental Illness, A Guide for the Family, Edith Stern, National Association for Mental Health. 50¢

Alcoholics Are Homemade, Rev. R. P. Seiving, Charlotte Council on Alcoholism Inc., 1125 E. Morehead St., Room 201, Charlotte 3, N. C. Free. (Order this one for your files! Excellent source for teaching mental health, child guidance, parent education, etc. Simple and concrete.)

### Reaching Young Homemakers

Have you ever been wondering where to begin, or have you been baffled by unsuccessful attempts to enroll young homemakers in clubs? Maybe these excerpts from recent research studies will give you some clues.

"Information and Services Obtained and Desired by Parents of Young Children," Irvin V. Sperry and Kate B. Garner, N. C. Agricultural Experiment Station and Woman's College, U.N.C.. Technical Bulletin No. 149

Through guided interviews with rural North Carolina mothers whose first and only child was under three years of age, the following facts were found:

- The young mothers get most of their professional information regarding childrearing from their doctors.
- Non-professional information most frequently comes from the young homemaker's mother. (So we help young homemakers by teaching our older club women about child rearing)
- The kind of information they are most likely to seek relates to physical care of the child. As child gets older they want information about discipline, and parent-child relations.
- Mothers with low socio-economic levels were interested in the occupational future of their children.
- Mothers with high socio-economic levels were interested in the personality and character traits of their children.
- Young mothers depend upon literature as one source of information. It is believed that they prefer having reference type materials rather than depending on news articles and magazines which would be less readily available when the need for information arose.
- They listen to radio and T.V. (We should use these ways of reaching young homemakers.
- The research study suggested providing illustrated leaflets about various aspects of baby care to mothers while they are still in the hospital and have time to read.
- The young mothers feel that previous experience with children was helpful. (A child care project in 4-H club is a good way to encourage our next generation of young mothers to prepare for parenthood.)
- One of the chief contacts that parents have with the church is through the home visits made by ministers. (Have you ever thought about providing the ministers in your county with bulletins which they could leave with the young couples they visit?)

- Study or discussion groups were specifically named most often as the kind of service they most desired. "Many mothers stated they would like groups of other mothers whose children's ages approximated their own with whom they could talk about such matters as normalcy, different methods successfully used in handling problems, other mothers fears and worries, and others. This probably reflects a real desire for information, reassurance, and social contact." (This indicated the need for special interest groups with limited age span)

Catherine S. Chilman, Associate Parent Education Specialist, Child Life Studies Branch, Division of Research, Children's Bureau, reports some preliminary findings of a survey of parent education programs for low-income families. The complete report will be published later this winter in the publication, Children.

- Low-income families are more interested in specific, concrete, active programs than discussion groups having to do with family relations.
- They yearn for friendships, acceptance, and social outlets. "You can start with a sewing class aimed at construction of simple cheap garment and gradually move from this activity into discussion of child behavior, marital problems, and the like. As a matter of fact, mothers appear to be more comfortable if they have their hands and tongues busy at the same time."
- It is important to appreciate the cultural values and attitudes of low-income groups.

#### Share Your Successes

We would appreciate hearing about your work with young homemakers, methods you are using to reach them, and what you are learning about this group. You can share it through the Newsletter and let other counties know about your successes.

Frances Jordan  
Family Relations Specialist  
N. C. Agricultural Extension Service



## Family Relations Newsletter



July, 1962

### COME TO THE FAIR!

We know that fall is fair time in North Carolina, but many of you are already working on fair booths. Have you thought about having a family relations theme for your county fair booths this year? There is just no limit to the possibilities! Here is a list to get your mind in the groove and working on new ideas. I am sure you will be able to think of catchier titles.

#### The Family Cycle

The Family in Orbit (Show the family in the eight different stages)

The Family Ain't What It Used To Be! (Show changes like longer life span, younger marriage, smaller family, longer middle age as couple, etc.)

Take one aspect of family life and depict it in all eight stages. For example, education, recreation, or social life. Show how family needs change in each stage.

Take one stage of the family life cycle and show one or two major problems affecting the family, and offer suggestions for coping with the problem. For example, the crisis of the birth of the first child, or play needs of children in the preschool years.

#### Changing Roles

She'll Be Driving Six White Horses (Show six of woman's many roles today)

Cave to Career (Show the changing male roles)

From Children For Labor to Labor For Children (Show changes in roles of children in the family)

#### Special Problems

Alcoholism (Show effects of and on family members. Family contributes to cause and cure)

Mental Illness (Stress acceptance of the person's return to the family)

Convalescence (Show ways family members can help make convalescence more pleasant. Could do this on basis of family cycle. What would preschooler enjoy? Grandmother?)

#### Special Emphasis

Prevent Dropout (40% of our young people in N.C. do not finish high school. Insufficient education has a detrimental effect on family living. The family has much influence on keeping children in school)

Prepare for Aging (We begin aging from birth, and preparation for aging begins then, too. See May, 1962, Family Relations Newsletter)

Mental Health is a Family Affair (Show how the family helps us keep mentally healthy)

(over)



Family Goals (Why the family needs goals, how to plan and accomplish them)  
Why We Act That Way (Information from Mr. Pope's class at Homemaker's Week  
in Raleigh)

General

Summit Conference (The need for the family to get together to talk about plans, problems, etc.)

Families are Happier Today! (More partner relationship between husband and wife, closer parent-child relationships, better health, longer life, higher standard of living, etc.)

Building Family Strength (See March, 1962, Family Relations Newsletter)

The Community Serves The Family (Stress any particular agency or service you want to emphasize at this time. It may be the mental health clinic, bookmobile, recreation center, etc.)

You could make a second list this long now, couldn't you? If you need further information on these or your own ideas, please let me know.

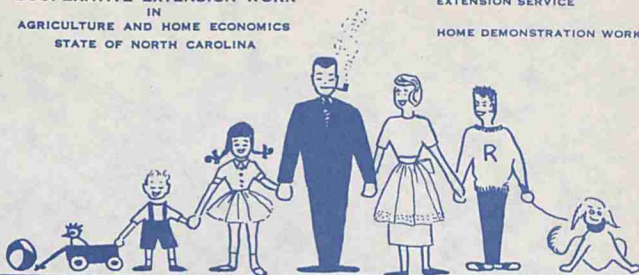
Look in the July DISTILLER for pointers on planning your fair booth.

Frances Jordan

Family Relations Specialist

N. C. Agricultural Extension Service

# FAMILY LIFE NOTES



June 1962

**FOUND!!** If you read the news articles included in your last Newsletter, you probably missed the last of the stages, the Aging Stage. It was omitted by mistake and is enclosed herewith. PLEASE PUT THIS ONE WITH YOUR OTHERS BEFORE IT GETS LOST.

**DATES TO REMEMBER:** June 17, Father's Day. You may want to do a special article or radio program on the subject. Information in the enclosed news article, "The Family Man" was first presented on Aspect last November. It was released for the afternoon papers May 7. If the newspaper in your county did not carry it, you may feel free to use the article any way you choose.

July 15 - 21, Special Week on Aging. This week has been designated by the N. C. Governor's Coordinating Committee on Aging as a time for special attention to work being done at the county level for and with our aging population. In each county there is a Committee on Aging whose responsibility, among other things, will be to coordinate any plans for observance of the Special Week on Aging. If you or the Home Demonstration Clubs are interested in participating, and you do not know the Committee Chairman in your county, write to Miss Peggy Cheers, N. C. Governor's Coordinating Committee on Aging, P. O. Box 2599, Raleigh, N. C.

October 21-23, North Carolina Family Life Council Annual Conference. This date is a long way off, but it is hoped that you will encourage leaders in your county to attend. The enclosed flyer tells a little about the program. If you want more copies, please let me know how many you need.

THE FAMILY RELATIONS PROGRAM: Following is an explanation of my philosophy and how I propose to carry out a Family Relations Program. It may help to clarify some questions you have had.

Objective:

The ultimate aim of all that we do in Agricultural Extension Service is better living for North Carolina's families. The Family Relations Department has a unique contribution to make toward attainment of this goal. Family relations is how we get along with other individuals in the family and how the family gets along in the community. The scope of our program is to help family members as individuals and as a whole family appreciate the good family relationships they have now, to understand what made these good relationships possible, and how to improve poor relationships. We help families to understand and appreciate the values of having well adjusted families in the community, and promote those programs which create a wholesome environment where families can thrive.

As part of the Five Year Plan we hope to develop among North Carolina families an understanding and appreciation of the value of establishing individual and family goals.

Clientele:

Traditionally the groups with which we have worked more closely are Home Demonstration, 4-H, and Y.M.W. Clubs. During the coming year a major effort will be made to reach additional family groups. This may be done through cooperation with existing organizations, by training family relations chairmen of P.T.A., Women's Clubs, Church groups, etc., to the point where they can carry out programs with their own members. Other groups with specific needs also may be organized for a series of discussions.

Special attention will be given to reaching a most important member of the family who usually has not participated in the family relations program - the husband and father. One way of involving him may be through community development organizations.

What to Teach:

Two basic concepts will form the foundation of the subject matter to be taught:

- The first of these is the eight stages of personality development.
- The second is the eight stages of the family life cycle.

The family relations subject matter can be presented within the framework, and thus create a more integrated program in keeping with our objective. Some of the present bulletins will be used with a revised teaching outline.

In order to continue to serve the Home Demonstration Clubs as we have done in the past, we are offering new program materials which include suggestions for programs on widowhood and the many aspects of aging.

Please do not limit yourselves to the titles of existing bulletins in planning family relations programs in the future. If you have an idea, let the specialist know and perhaps some materials can be developed to fit the need.

A revised 4-H Child Care Project is being prepared for 4-H Club members. Teaching materials for the 4-H Family Relations Subject Matter Leader are being prepared also.



The greater proportion of time will be spent working with agents to develop educational programs for use with special groups.

Methods:

The many years of work on leadership development in Home Demonstration Club work is paying off. It has proven that many club women do develop into good teachers. Thus the agent has assistance with these responsibilities - it should not be necessary for her to attend the meetings during those months when leaders take charge. It is important, however, that the agent know and understand the subject matter which is to be taught by the leaders. She needs this information in order to properly relate it to her total Extension program. She will also be prepared to teach it to other groups.

It is for these reasons, and in keeping with the present policy of the agent's responsibility for the county program, that the specialist's primary responsibility for training is to the agent, who in turn trains the leaders.

On several occasions the county Family Relations Chairmen have participated in the agent-specialist conference and were able to conduct the leaders training school themselves. It is recommended that this plan be followed more frequently in the future.

Representatives from other club groups who want information or assistance in preparation of family relations programs may be brought in at the conference level or invited to the leader training school.

Visuals:

It is not deemed practical for the Extension Service to prepare a sufficient number of visual aid kits for each Family Relations Leader. Some suggestions will be made available for use as a guide within the county. These will be simple and inexpensive to reproduce. The agent, Home Demonstration Club members, and other leaders may find additional occasions to use them.

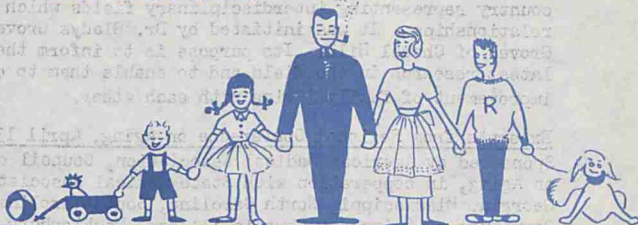
Mass Media:

It is a known fact that we can reach far more people through mass media than through organized club groups. While we would not want to limit our educational program to mass media, some effort should be made to use this method more effectively.

At the state level family relations programs will be presented through T.V., radio, and news articles. Scripts and copies of the articles will be made available to county personnel. In addition, suggestions for information to be originated at the county level will be given from time to time.

Frances Jordan  
Family Relations Specialist  
N.C. Agricultural Extension  
Service

# FAMILY LIFE NOTES



May, 1962

Excerpts from Groves Conference on Marriage and the Family, Baltimore, Md., April, 1962

Theme: Marriage in Maturity

A. Joseph Brayshaw, General Secretary of the National Marriage Guidance Council, London, England, said that in America we seem to emphasize things, which must be used and which are expendable. We use it up and then we throw it away and get a new one. Do we also think of people as things, to be used up and thrown away? He also stressed the importance of imagination and magic which we should retain throughout life. The child has it, but loses it during the busy years of early marriage. The middle aged person tries to recapture the "spell" of magic and sometimes does this through extra-marital affairs. We must help our middle aged couples to find imagination and creativity through encouragement of participation in cultural pursuits, like music, arts, theatre, hobbies, and crafts. Moral: If you want a faithful husband, see that he has a creative hobby. Implication for Extension Service: Set up hobby and craft classes especially for men and boys.

Leon Eisenberg, Professor of Child Psychiatry, The John Hopkins University School of Medicine and Head of Children's Psychiatric Services, said that a good mother must let the child be frustrated sometimes in order to learn to tolerate tension and frustration in growing up. The parents' ability to let the child try a little independence and then take him back when he needs them will affect the ability of the child to mature. We must remember that there are some positive aspects of dependence, like the reciprocal dependence of the adult and his parents.

Aaron Rutledge, Merrill-Palmer Institute, Detroit, Michigan, discussed sex education and some ways to cope with moral laxity. In adults the fear of learning about sex education is surpassed only by the fear of sharing that information. We need to teach our young people the process of growing a value system and its meaning. Parents and teachers need to know their own sex values. Our value systems must include a reverence for sex.

Blaine Porter, Brigham Young University, reminded the group that self-respect and acceptance are basic to sex control. Young people should not ask, Am I in love, but Am I in love enough to justify marriage?

David Treat, Clara Elizabeth Fund, Flint, Michigan said that sex education should be taught within the framework of developmental tasks. We must teach the total person and the family throughout the complete family life cycle.



The Groves Conference is an annual meeting of professional people throughout the country representing interdisciplinary fields which are concerned with family relationships. It was initiated by Dr. Gladys Groves and the late Dr. Ernest Groves of Chapel Hill. Its purpose is to inform the professionals about the latest research in the field and to enable them to discuss their ideas about improvement of family living with each other.

Excerpts from Regional Conference on Aging, April 13-14, 1962, Charlotte, N. C.  
Sponsored by American Medical Association, Council on Medical Service, Committee on Aging, in cooperation with State medical associations of Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia, the Committee on Aging and Chronic Illness, Mecklenburg County Medical Society, and the Committee on Aging of Greater Charlotte. This was the first of the regional conferences to be held throughout the country for the purpose of giving to the public the philosophy of the American Medical Association regarding aging.

The basic points are:

1. There is no disease directly related to the aging process. All diseases found in older people are also known in younger age groups.
2. We need preventive measures to assure fuller life, for people do continue to live. We are not striving just for a longer life, but also a richer one.
3. There is no problem among the aging group that is not also a problem to other age stages, except that of retirement.
4. There should be no discrimination against people just because they are aging. People must have some kind of regular activity which is mentally and physically stimulating.

These points are described more fully in a series of booklets published by the American Medical Association and may be obtained free by writing the organization at 535 North Dearborn Street, Chicago 10, Illinois.

Ask for: In Which Young and Older Adults Can Improve and Maintain Their Health  
How the Older Person Can Get the Most Out of Living  
Education of Children for the New Era of Aging  
A.M.A. Position on Employment of Older People

Quotes From the Meeting:

"Aging begins at birth."

"We are a sum total of what has gone before, and preparation for aging must begin in childhood."

"We are afraid of living for fear of dying."

"We have a tendency to vote for what we want instead of working for it."

"The difference between health and positive health is the margin of reserve, holding your own versus maximum preparedness. Two cars may operate at the same level of efficiency at 45 miles per hour but not at 90. The difference is the care given the car."

"We must not segregate the aging from the rest of society."

"Part of being healthy is the creative use of one's capabilities. We must use our capabilities if we are to maintain them."

"Energy plus motivation equals fulfillment."

"For some people employment is a status symbol in the community and family and we destroy that symbol by compulsory retirement at 65."

"We must remember that only 5% of the aging group need sheltered care."

"Rural people seem to relate to three major groups, the Home Demonstration Clubs, Grange, and church. Rural people generally try to find their own solutions to their problems in the true American tradition."



"What will be the median age of youth in the next century?"

"Undesirable traits of old age were present in early years, but to less degree. If you are a grouch now, please don't pray for a long life."

"The role of religion in regard to aging is not to entertain them, but to help the older people develop a personal relationship with God."

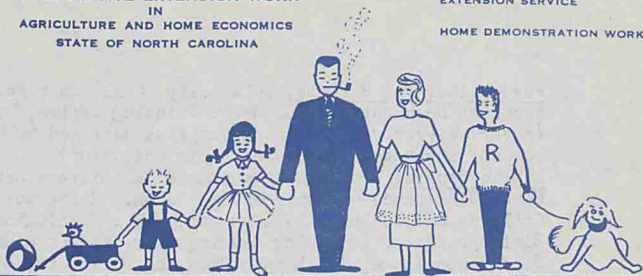
"Newspaper reporters are discovering that the public is becoming as interested in health subjects as they have been in sex. The local physician should take a more active part in educating the public through mass media, but if the medical profession is going to do this, the public must be willing to begin with their a b c's."

"Is the increase in housing, foster homes, and nursing homes a direct measure of the deterioration of the American family?"

"Of 229 Turks captured during the Korean War, none died. The reason was that by their care for each other they were saying, we love you, get well. Our attitude toward older people is the basic ingredient in their welfare and successful adjustment in the aging years."

Frances Jordan  
Family Relations Specialist  
N. C. Agricultural Extension Service

## Family Relations Newsletter



April, 1962

Excerpts from the National Committee for Children and Youth Follow up Reporter, Feb., 1962.

"Teen-age drivers should rate among the best in the nation. Their mental alertness, good physical condition, and quick reflexes surpass any other age group." But in 1960 "more than 7,000 teen-age drivers were involved in motor vehicle accidents every day. Two out of five licensed teen-age drivers were involved in motor vehicle accidents in 1960." One reason given for this alarming situation is the large percentage of youth who drop out of school before they can enroll in driver education courses, and the young people who never participate in youth organizations that include education for safe driving.

What influence does the teen-ager's family have on his accident record? What examples have the parents set by their own driving? What encouragement have they given to have the teen-ager learn to be a safe driver? How much of the speed on the highways is caused by a desire to "let off steam", "impress the gang", and "fight boredom" in the adolescent years? What are families doing to help their young people to find better and safer ways of expressing themselves? How can the Extension Service help families to understand the needs of children in the teen-age years?

"Only one in every eight of the 1,700,000 boys in farm families today will have the possibility of finding an adequate farm to operate." What is Extension Service doing to help these families prepare their young people for making the transition to urban living and a career other than farming? What is your county doing?

"The Florence Crittenton Association of America, Inc. reports that six out of ten girls served by them during the first three months of 1961 were teen-agers; 31% were 15 to 17; 5% were 11 to 14; 40% were in school at the time they became pregnant; 38% came from broken homes; 65% lived in their parental homes; 50% have working mothers; 10% were Negro and 2% Indian." What is the situation in your county?

### New Resource Materials

Family Life Plays, by Nora Stirling, Association Press, 291 Broadway, New York, N.Y. (Society of Dramas about everyday crises in the home)

Pogo Primer for Parents, Walt Kelly, Children's Bureau Headliner Series No. 2, Supt. of Documents, U. S. Gov't Printing Office, Washington 25, D. C., 20¢. (A very cleverly illustrated pamphlet designed to "alert, guide, and reassure parents about television and their children")

Bibliographies prepared by the American Library Association for the 1960 White House Conference on Children and Youth. Write to: National Committee for Children and Youth, 1115 19th st., N.W., Washington 6, D. C. Ask for: Bibliographies, including Readings for Study and Understanding, Discussing the Conference Theme, Youth in a Changing World, and Books for Children. Cost: 25¢ mailing charge, for one to five sets.

#### Summer School Opportunities

Utah State University, Two seminars in family and child development; First session, June 11 to July 13; Second Session, July 16 to August 17. Bruce Gardner, Prof. of Child Development and Psychology, Iowa State Univ.

Utah State University, Logan - Family Life Education Workshop, July 30 - August 10, Dorothy Dyer and Elizabeth Force, Leaders.

The Merrill-Palmer Institute, Community Change and the Role of the Professional Person, July 9 - 20, 2 graduate semester hours credit, Richard K. Kerkhoff.

Kansas State University, Manhattan, Seminar in Family and Child Development, July 9 - 20.

Morningside College, Sioux City, Iowa, Workshop in Family Life Education and Counseling, June 18 - 23, James Peterson and Theodore Bauer.

University of Tennessee, Knoxville, Family Life Programs, June 11 - 27, Christine Beasley, 3 quarter hours graduate credit.

Woman's College, UNC, Family Life Education Workshop, June 11 - 22, Dr. Irvin Sperry, 2 semester hours.

University of Massachusetts, Amhurst, Human Development, July 16 - 27, Joseph Burroughs, 2 graduate credits or non-credit.

#### Did You See?

- the new approach to teaching mental health, shown in the North Carolina State Board of Health Bulletin, February, 1962, page 7.
- "A Husband's Responsibility to a Pregnant Wife", Family Circle, February, 1962
- "What Can We Tell Our Children About Today's Bewildering World?", Parents' Magazine, April, 1962
- "A Second Marriage Means a Second Chance", Parents' Magazine, April, 1962.

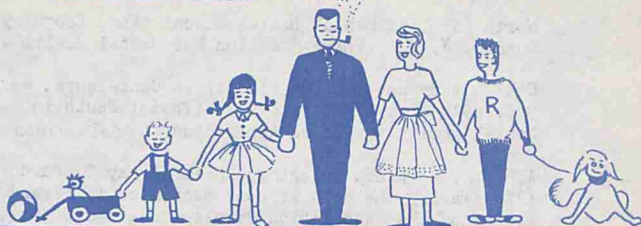
#### Attention!!

Since the subject matter leaders in many counties will not be ready during the coming year for the training session on Understanding Young People which was presented at the District Meeting last fall, it has been decided to release that material for your use in any way you need to use it.

Frances Jordan  
Family Relations Specialist  
N. C. Agricultural Extension Service



# FAMILY LIFE NOTES



February 1962 - Frances Jordan, Family Relations Specialist

## Pamphlets You Can Order for Your Files

Who Are the Working Mothers?, U. S. Dept. of Labor and Women's Bureau, Supt. of Documents, U. S. Government Printing Office, Washington, 25, D. C., 5¢. (Gives the statistics in a nutshell)

Management Problems of Homemakers Employed Outside the Home, U. S. Dept. of Health, Education, and Welfare, Office of Education, Supt. of Documents, U. S. Government Printing Office, Washington 25, D. C., 65¢. (You must read this if you are planning any programs for this group of women. It is a book of resource materials for teaching with a chapter on Family Attitudes.)

Highlights of Progress in Mental Health Research 1960, U. S. Dept. of Health, Education, and Welfare, Public Health Service, Supt. of Documents, U. S. Government Printing Office, Washington 25, D. C., 25¢. (Reports of studies by National Institute of Mental Health, including delinquency, aging, alcoholism and retardation, etc.)

Group Participation Methods, William G. Hollister, Council of Liberal Churches, Inc., Division of Education, 25 Beacon St., Boston, Mass., 20¢ (You will have better success with your Home Demonstration Club and 4-H leader training meetings if you read this pamphlet.)

## Books to Look For in your Local Library

Unmarried Mothers, Clark E. Vincent, The Free Press of Glencoe, Inc., 60 Fifth Ave., N. Y. 11, N. Y. (North Carolina is 4th in the nation in illegitimate births. How does your county rate? What are you doing about it? In his research Vincent finds that "unwed motherhood is not a result of any one personality type, intra-familial relationship, or social situation". The problem exists in all social classes.)

The Child Under Six, James L. Hymes, Jr., Educational Services, Washington, D. C., 1961. (A research-oriented book written for the lay public. Might be suitable resource material for subject matter leaders working with 4-H Child Care Project.)

## New Magazine

Country Beautiful, 15330 Watertown Plank Road, Elm Grove, Wisconsin, \$.00 per year.

### Conferences Relating to Family Relations

North Carolina Mental Health Association, February 16, 17, Jack Tar Hotel, Durham, N. C. (Theme: "Action For Mental Health")

Child Study Association of America Conference, March 12, 13, CSAA Headquarters 9 E. 89th St., New York City. (Theme: Youth in Search of Significance, and Mental Health Education Approaches to Adolescents and Their Families)

A.H.E.A. workshop on aging, April 29-May 2, Purdue University, LaFayette, Ind. ("To clarify the role of home economics in regard to aging and to help appropriate groups of the Association develop programs, ideas, and resources in regard to aging." See January, 1962 Journal of Home Economics for further information.)

National Council on Family Relations Annual Meeting, August 22-24, University of Conn., (Theme: "Eye on the Family".)

North Carolina Family Life Council, October 21-23, Sir Walter Hotel, Raleigh, N. C.

### New Visual-Aids

"Paging Parents", series of three 29-minute, 16 millimeter films or video-tapes on Brother-Sister Relationships, Children's Fears, and Child Discipline. Available through the California Congress of Parents and Teachers, Los Angeles.

### Research in Brief

"Scholastic Achievements of Married and Unmarried High School Students", Mrs. Kate B. Garner and Irwin V. Sperry, The Bulletin of The National Association of Secondary School Principals, Vol. 45, No. 265, May, 1961.

This study made a comparison of the scholastic achievements of married students and unmarried students as to attendance, subject grades, achievement test scores, conduct grades, and subject choices. It was found that the married students had significantly poorer attendance with possible reasons including lower educational goal, less emphasis on importance of regular attendance, increased home responsibilities, interference from employment, and sickness due to pregnancy. No attempt was made to determine whether these students also had poorer attendance before marriage.

Married students had significantly lower subject grades than the unmarried group. Since they had been matched on intelligence quotients, it is assumed there could be a difference in ambition or interests between the two groups.

There was a significant difference in achievement test scores with the married group making lower scores.

There was no difference in conduct grades of the two groups.

Unmarried students chose more different subjects and a higher proportion of major ones. It is supposed that lack of educational goals beyond high school is the reason the married group chose more minor subjects.

This study had a number of limitations and therefore the results should not be considered to represent the total picture of married high school students everywhere. But it does raise some questions which have implications for home economists.



Does getting married cause students to have poor attendance, lower grades and achievement scores, and inferior selection of subjects? Or is the student who has low motivation and lack of educational goals more likely to get married early? If families made a more conscious effort to motivate their children to want education beyond high school, could we stop the downward trend of age at marriage?

"Marriage Among High School Students", Irwin V. Sperry, and Ruth Thompson, *The Bulletin of The National Association of Secondary School Principals*, Vol. 45 No. 268, November, 1961.

A study was made in the accredited public high schools of North Carolina to determine the incidence of marriage among high school students, the nature of school policies in regard to married students, and the extent of family life education in the schools. The study is based on reports from 75.3% of the schools in North Carolina, in March, 1960. It was reported that 1.3% of the students were known to be married; 81.9% were girls and 18.1% were boys. Of the 2,251 married students, only 121 marriages were reported in which both of the couples were continuing in school.

A majority of the schools had no definite policy for dealing with student marriages but generally imposed restrictions or set requirements which would tend to discourage attendance of married students in school. Less than one-fourth of the schools reported any course work in family life education. Only 3.6% of the total student population was registered in a family life education course, and only  $\frac{1}{4}$  of these were boys.

85.5% of the principals reported that nothing was being done to meet the needs of married students and 83.2% reported no future plans.

Implications for Extension workers: Young married couples cannot expect to receive any help from public schools in solving problems of marriage and family relations. Can the Extension Service provide assistance for them? In what way?

" Dear Home Economics Agents:

We are looking forward to a most successful year in Family Relations for 1962, but only with your help can this be accomplished.

Three copies of our 1962 Family Life Program of Work and Family Life Report Blanks have been sent to your County Council Presidents, and your District Chairman. These blanks should be filled out and returned to your District Chairman by March 15. I ask that your County Council President give one to her Home Agent and one to her County Committee Chairman. Please study these Goals and Action Program.

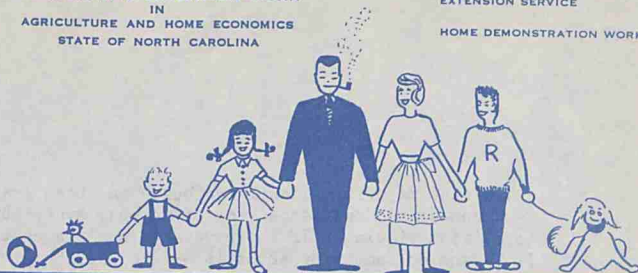
If your county is participating in the "Mother of The State of North Carolina (and I do hope all the counties are) please be sure and get your application in to Mrs. J. W. Bunn, 302 N. Blount Street, Raleigh, N. C. who is State Chairman by March 1. A nomination blank and instruction sheet for filling it out can be obtained by writing to me, Mrs. Elwood Stevenson, Route 4, Elizabeth City, N. C.

Hope you will enjoy our program of work this year and get in good reports."

The above is a letter from Mrs. Elwood Stevenson, State Family Life Chairman, N. C. Federation of Home Demonstration Clubs



# FAMILY LIFE NOTES



It is traditional to make resolutions at the beginning of a new year. What will your county resolve to do as a means of improving family living in 1962? The county Family Life Chairman will soon be receiving a copy of the Goals and action Program for 1962 as recommended by the Family Life Committee of the N. C. Home Demonstration Clubs. You are encouraged to study these goals and recommendations for action and to determine which ones need emphasis in your own county.

## The News and the Family Life Cycle

**Beginning Families:** "Young couples move into combinations of work, educational, marital, and family roles all too quickly, particularly given their lack of preparation and inability to cope with pressures under which they must learn to play these roles." J. Joel Moss, "Young Families--a Description", Journal of Home Economics, December, 1961.

"Divorce is far more common among the poor than among the wealthy, among people of modest education than among college graduates, and among people with weak religious ties." Ernest Havemann, "The Shadow of Divorce", Life, September, 1961.

**Childbearing Families:** "By 1970, there will be 3 million American youngsters under the age of 9 who are retarded....Retardation is a condition arising from a basic brain abnormality, injury, disease or congenital defect and should not be confused with mental illness." President Kennedy, Today's Child, December 1961.

**Preschool Children:** "Parents are making more of a chore of childraising than need be....It is our overpermissiveness that makes the job of taking care of children three times greater than necessary. The typical American parent is constantly trying to hold on to himself and finally explodes at the end of the day." Dr. Benjamin Spock and Dr. Mead, Parents' Magazine, December, 1961.

**School Children:** "I am against the kind of social adjustment that is emphasized at the price of individuality, and forced on children when they are least fitted for it. Take the pre and early teens, for example....Instead of more and more social dancing, we need friendship clusters among boys and girls separately." Dr. Margaret Mead, "Dr. Spock and Dr. Mead", Parents' Magazine, December, 1961.

"The vast majority of children below the teen years, as well as more than a few teen-agers, need some kind of mature, systematic guidance in their television viewing. If their parents don't accept the responsibility for it -- and do something about it -- who will?" Richard S. Burdick, "Help Your Child Watch Television", T.V. Guide, December 16-22, 1961.

Teenagers: "Percentage of North Carolina high school graduates who pursued education beyond high school increased in 1961." Follow-up Survey North Carolina High School Graduates 1961, State Dept. of Public Instruction.

"Any community that really wants to get rid of delinquency can do so. But the fact that we don't get rid of delinquency lets all our children down, because you can't really protect the 90% unless you protect the 10%." Dr. Mead, "Dr. Spock and Dr. Mead". Parents' Magazine, December 1961.

Middle Age: "Parents of young married couples are found to....make a variety of contributions to the couples during their first years of marriage; gifts and loans of cash, emergency assistance, occasional meals, use of appliances, and even club memberships....good family reputation, constructive advice and encouragement, a sense of values, affection, and moral support." Marian Myers MacNab, "Young Families - Financial management", Journal of Home Economics, December, 1961.

"Some individual farmers are making less income now than they made a few years ago. Why? The answer is that growth in any form involves change. Individuals who refuse to change cannot expect to grow financially or otherwise. Change in our economy involves change in individuals." Teddy Tarheel, Tarheel Farm Economist, November, 1961.

Aging Families: "The State has a definite responsibility to meet the challenging needs of North Carolina's older citizens. And it is a responsibility involving not only the health and happiness of the individuals directly concerned, but the general well-being of the State itself. North Carolina can ill afford the loss of the knowledge, experience and productive capacity of their increasingly large segment of our population." Governor Sanford, "What's Being Done About Aging?" North Carolina Governor's Coordinating Committee on Aging, 1961.

There has been some confusion concerning whether the December meetings listed in your 1962 Plans of Work for Family Life are for the year 1961 or 1962. Also, several of the bulletins requested were out of print at the time.

If you have received bulletins that you did not need, will you please return them to this office. If you need more copies of a bulletin, please let us know the title and number wanted and we shall send them to you.

Mrs. Elwood Stevenson, Home Demonstration Club Family Life Committee Chairman, has asked me to bring to your attention the Mother of the Year Award and to suggest that each county nominate a mother for this State Award. A nomination blank and instructions for filling it out can be obtained by writing to Mrs. Stevenson at Route 4, Elizabeth City, N. C. Nominations must be in the hands of the Mother of the Year Committee in Raleigh by March, so interested counties need to act on this matter at once.

I am looking forward to working with you in the New Year. If I can be of service to you at any time, please let me know.

Frances Jordan  
Family Relations Specialist  
N. C. Agricultural Extension Service

January, 1962



# FAMILY LIFE NOTES



LOST!! If either of these books were lent to you, please return at your earliest convenience:

Family Development, Evelyn Duvall  
The Child from Ten to Sixteen, Gessell and Ilg

Christmas Programs: Miss Virginia Gregory, of N. C. Recreation Commission, has agreed to make available to all home agents her mimeographed booklet of program ideas for Christmas. Unfortunately it will not be ready before the second week in December, but will be sent to you as soon as possible.

Research: The theme of the entire issue of Marriage and Family Living, Vol. 23, No. 4, November 1961, is "Women and Work". Among the studies reported which relate to the subject of employed women, one has particular significance for home economics agents working with rural families. A brief synopsis follows. "Maternal Employment and Adolescent Roles: Rural-Urban Differentials", by Prodipto Roy, Washington State University. The children of employed mothers do more household chores than children of non-employed mothers. The son of the employed mother has fewer jobs for pay outside the home, while the daughter is more likely to work for pay. Implications seem to be that if mother breaks the barrier against working women, then the daughter finds it easier to take a job. Employment of mother does not seem to curtail social activities of children. Children of rural employed mothers participate more and urban employed mothers' children participate less than the non-employed rural and urban mothers' children. Rural children have higher academic performance or aspirations when mothers work, but the reverse is true of urban children. Rural children seem to be less delinquent when the mother works than when she is non-employed. The families also show more affection, fairness and discipline, democracy, and cooperation. It may be that the rural family shows up so well in this study because of the traditional rural values of hard work and thrift. "Since earning money and hard work are 'good' then changes in family structure and 'sacrifices' made by other members when the mother is fully employed are viewed favorably and may be functional." High School Marriages: "Social and Psychological Factors Associated with High School Marriages", Rachel M. Inselberg, Journal of Home Economics, Vol. 53, No. 9, November, 1961. Data obtained from senior high schools in Columbus, Ohio, indicated the following facts about high school marriages of couples under 19 when compared with a control group of couples 21 to 26 years of age. The high school couple were more likely to have:

- disagreements with parents before marriage
- started dating earlier, gone steady earlier
- premarital pregnancy
- come from families which have greater strain
- come from families of lower income
- ambivalent or hostile feelings toward in-laws
- less attachment to father before marriage
- less satisfaction with marriage

"Most of them considered themselves unprepared for marriage and would postpone marriage given another chance."

Food for Thought:

The N. C. Council of Churches reports "Highlights of the 1961 migrant ministry included: 15 staff workers employed in three areas from late May through August; operation of three Council Harvester station wagons; operation of day care centers for children at Camden and East Flat Rock; a mobile medical clinic in Carteret Co.; new 'Homemaker' project in Carteret Co.; five day nurseries in camps in Henderson Co. Despite the gains made, concern was expressed over the many migrants still to be reached among the 14,000 visiting N. C. each year." What is your county planning to do to help migrant families improve their family relationships?

Magazines: Some suggested reading for homemakers.

Farm Journal, December 1961, "We Have Two Kinds of Christmas", by Spronce and Longwell, page 56; "How Teens Feel About Christmas", page 58. Parents' Magazine, November 1961; "How to Choose the Right Toy", by Ross, page 60; "When You Say No!...Mean It!", by Neisser, page 50; "Will There be Jobs for Our High School Graduates?", by Glover, page 46. Today's Child, November, 1961, "When Is It Normal Behavior, When Symptomatic?", by LeShan, page 5

Christine's Christmas Grace

Dear You above  
Who gives us love  
And wealth of world incomparable  
Who offers all  
The choice to fall  
Or learn woes are surmountable.

May You again  
Please teach all men  
Life's not meant just to please us.  
This Christmas show--  
Help us to know--  
Your gift divine--Lord Jesus!

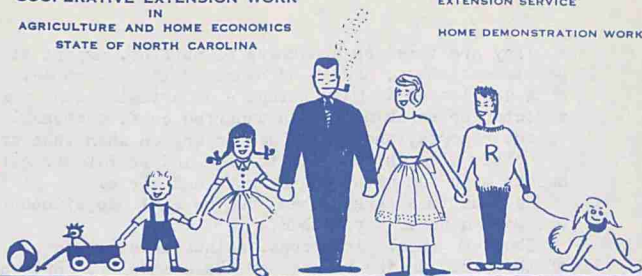
Amen.

- Dorothy Will Simon  
from A Mouse in the Corner

Frances Jordan  
Family Relations Specialist  
N. C. Agricultural Extension Service

December, 1961

## Family Relations Newsletter



July, 1963

For the benefit of those of you who were unable to attend the family relations classes at Homemakers Week we are enclosing excerpts from both of them. (A Plan for the Future and Your 24 Hour Church)

A Plan for the Future was taught by Dr. I. V. Sperry and Mrs. Vira R. Kivett, Director and Research Instructor, Institute for Child and Family Development, Woman's College, U.N.C. They reported a recently completed study concerning the hopes and plans of rural youth in North Carolina and of those that their parents have for them. The results of this study have significance for us at this particular time when we are faced with the reality of a 50% high school dropout. It also points out one way we can help our young people through families, 4-H Clubs, and other contacts we have with them. This study clearly indicates the value of our new 4-H CAREERS PROJECT. What can you do? (See enclosed summary)

Your 24 Hour Church was taught by Rev. W. W. Finlater, minister of Pullen Memorial Baptist Church, Raleigh, N. C. The group was reminded that the only way we will save the world is for the church (its members) to become actively concerned about conditions of the people outside the church. A goal of the family relations program is that our educational efforts will enable local people to actively work for improved conditions of families in that county. What is the need in your county? What can you do? (See enclosed summary of class)

As you may recall, the State Family Life Committee suggested that Home Demonstration Clubs select as a plan of action to support the 4-H Community Club program and assist in recruitment of leaders. The report at the Annual Meeting indicated that the Home Demonstration Clubs have contributed much effort in this direction.

The following tribute to 4-H Leaders probably holds more meaning for us now than when it first appeared in the Extension Service Review, May, 1957.

### 4-H LEADERS

"Somewhere between the sterness of a parent and the comradeship of a pal is that mysterious creature we call a 4-H leader.

These leaders come in all shapes and sizes, and may be male or female. But they all have one thing in common - a glorious twinkle in their eyes!

4-H leaders are found everywhere - at judging contests, junior fairs, square dances, and talent shows. They always are preparing for, sitting through, participating in, or recuperating from a meeting of some kind.

over



They are tireless consumers of muffins, expert at taking knots out of thread, peerless coaches, and spend hours on the telephone.

A 4-H leader is many things - an artist making a float for the Fourth of July, a doctor prescribing for an underfed calf, a counselor at camp, a lawyer filling out reports, and a shoulder to cry on when that dress just won't fit.

Nobody else is so early to rise and so late to get home at night. Nobody else has so much fun with so many boys and girls.

We sometimes forget them, but we can't do without them. They receive no salary, but we can never repay them.

They are angels in aprons, saints in straw hats. Their only reward is the love of the kids and the respect of the community. But when they look around them at the skills they've taught, and the youth they've built, there's an inner voice from somewhere that says, 'Well done.' "

Bonnie Hill, Colorado

Information About Farm Related Industries can be added to the materials on Budget Weekend Vacations. John Gray, Forestry Extension Specialist, and Everett Nichols, Jr., Grain Marketing Extension Specialist, have generously contributed this list.

The list of institutions of higher education can have a variety of uses for you as a supplement to Budget Weekend Vacations, as background information for work on motivating families to encourage their members to continue schooling and to help you become acquainted with these institutions in your own area. Visit the school, find out what they teach, meet the faculty in education, sociology, psychology, home economics, and other related subject matter fields. They may be a good resource for you, and you may be able to help them in return.

#### DID YOU KNOW?

The N.C. State Library has an adult film program. Ask your county librarian to show you a list of films available through your county library.

The N.C. State Board of Health has some new films on home care and safety. Other new ones are: Mental Health Careers, You're Growing Up, and Children in the Hospital. Write for a complete listing of films available through N.C. State Board of Health Film Library.

Frances Jordan  
Family Relations Specialist  
N.C. Agricultural Extension Service  
N.C. State College

Educational and Vocational Goals of Rural Youth  
Southern Regional Project S-48  
I.V. Sperry and Vira R. Kivett  
Woman's College, U.N.C.

(A study concerning the hopes and plans of  
rural youth in North Carolina and of those  
that their parents have for them)

Did you know that in North Carolina among ninth and tenth grade rural youth and their parents:

- Only approximately one-fourth to one-third of the youth expect to be college graduates and that even fewer of their parents expect them to be.
- Parents and youth have similar ideas as to how far the youth will go in school.
- Parents of girls and boys, especially those of girls, expect their youngsters to start college but not to finish much more often than the youngsters expect to drop out.
- Approximately the same number of rural girls and boys expect to be college graduates.
- Parents of boys expect their sons to graduate from college more often than parents of girls.
- Boys not planning to attend college most frequently say they want to get their military obligation out of the way.
- About one-fourth of the boys not planning to attend college are undecided as to what they will do.
- Very few boys with noncollege plans plan to go to work immediately without training of some sort.
- Parents who do not expect their sons to go to college are not aware that many of them are planning to enter military service as soon as they finish high school.
- Mothers not expecting their sons to attend college are more aware of their sons' plans than fathers.
- Most rural girls not planning to attend college plan to take some type of training course before going to work.

- Both rural boys and girls say that only approximately one-half of their mothers and less than one-half of their fathers have strongly encouraged them to continue their education
- Rural boys report that their fathers give them less encouragement to continue their education than the fathers report they give.
- Rural girls receive less encouragement to continue their education from their fathers than rural boys.
- Much less than one-half of rural ninth and tenth grade students expect their parents to completely pay for their education.
- Rural ninth and tenth grade students, especially girls, expect their parents to completely pay for their education more often than the parents indicate they will be willing to pay.
- Most parents and youngsters feel that "some" financial help will be given to complete the youngsters' education.
- The majority of rural mothers and fathers feel, rather overwhelmingly, that a girl should be prepared for both a career and marriage.
- Most rural youth desire to pursue a professional occupation and their parents also desire them to be in a profession as a lifetime kind of work.
- The second most preferred occupation among rural boys is farming. This is also true of their parents' second choice for them.
- The second most preferred occupation among rural girls is clerical work.
- Youngsters expect to actually carry through with the occupation they most prefer more frequently than their parents expect them to follow the occupation they themselves prefer the youngster to follow.

\* \* \* \* \*

#### QUESTIONS WE MUST ASK OURSELVES:

What can we do about -

- encouraging more rural youth to attend and complete college
- enlightening rural parents, especially fathers, as to the importance of encouraging their youngsters to continue their education
- building up rural parents' confidence in the ability of their youngsters to complete college as an assurance against drop outs in college
- assist parents in helping their sons plan towards getting their military service behind them and also continuing their education
- encouraging rural parents to make their youngsters more aware of the financial resources available to them through the family and through other sources such as federal loans, commercial loans, work and merit scholarships and part time jobs.
- helping parents and youth realize some of the requirements necessary to enter various occupations



### Your 24 Hour Church

(Summary of talk and discussion in a class at Homemaker's Week, 1963, taught by Rev. W. W. Finlator, Pullen Memorial Baptist Church, Raleigh, N. C.)

The church today is competing with society for the family's time, money and energy. As the competition with society and among church groups within our society becomes more intense, the activities offered by the church are increased. "There is something to do at church every day and night of the week," as one participant indicated. Some people say the church calendar is a threat to the family and home life. Others notice that the church stands for less and less as it hesitates to offend anyone for fear of losing its members. The less you have to say, the more you have to hide that fact - with busy work. And some people hide or compensate an unhappy home life with busy activities at church.

The church should change the world, but the world is changing the church. What is the church? An edifice? A group of buildings called a church plant? The church is the fellowship of the people. The work of the church is in the world where the people are. As a Quaker woman responded to an inquirer "The service begins when the worship is over."

Through the years the church has increasingly become concerned with its own perpetuation and putting emphasis on numbers, standard of excellence and fund raising campaigns. We are so busy organizing and feeding ourselves we forget our goal. Harry Golden says when the archaeologists of the future centuries excavate the ruins of today's churches and find these elaborate kitchens, they will conclude that we engaged in animal sacrificing! We will not save the world by spending more time and money on church buildings.

The church is the people. In the Old Testament we are told to "do justly and to love mercy and to walk humbly with thy God". Jesus said that we are the salt of the earth and the light of the world. We must serve as yeast and transform the whole of life. If we understand the true meaning of these words then we see that the church is wherever we are, and its work is whatever needs to be done to help the people of the world. This puts our church on a 24-hour, seven-day basis.

When we say a man is an active Christian, too often we think only in terms of his work in the church organization; such as deacon, Sunday School teacher or lay preacher. Jesus said, "Thou art Peter, and upon this rock will I build my church, and the gates of hell shall not prevail against it". He was referring to a church that would move out and work in the world even to the gates of hell. "For God so loved the world". Our churches today tend to turn inward and make every attempt to exclude the world and those who would work to help the people in it. It has been said that churches are beginning to cast out more preachers than devils. And we remember it was the officers of the church who killed Jesus.

The fellowship of Christian people can be one of the most important of our social institutions and it can be a strong influence in the world. The church must be concerned politically if we are going to help the world. The government seems to be assuming some of the responsibilities for things the church is failing to do.

Many of us agree that the church needs to change the direction in which it is going, but how do we go about it? What can we do? We can become better informed of the needs, locally as well as internationally.

We can talk with our ministers and let them know we are interested in taking a stand on social problems. Tell our ministers we are ready to move with the 20th century.

Be willing to let our children become informed about social issues. Let them develop their own ideas about solutions to the social problems their generation will face.

**Human Relations:** During a recent meeting at the White House of clergymen of all faiths from throughout the country, it was pointed out that racial violence more frequently occurs in those localities where the church has failed to take a

stand for improved human relations. As one participant put it, "We are guilty of 'wicked silence'." In other places where the church has spoken out in favor of progress the community readily and peacefully accepts the challenge and change.

There are additional problems facing some North Carolina families about which the church should be concerned.

Income: One half of N.C. families make less than \$3000 a year. Even with the recent increase in the minimum wage required by law, the low rate of 85¢ an hour will assure a family of only \$1560 if the bread-winner works every week of the year. Can \$1560 a year support a family today? Maybe your church can sponsor some educational programs in economic development and money management.

Traffic fatality: The Commandment says, "Thou shalt not kill". Yet our Legislature failed to pass several measures designed to reduce traffic accidents. There were as many bicycle deaths on the highways last year as airplane deaths. We are concerned about plane crashes, but seem to ignore the fact that many times more people are killed in automobile accidents.

Migrants: These are the lost generation of our day. They are a displaced people with no citizenship. We enjoy the low cost of fruits and vegetables at the expense of humanity.

Illegitimacy: We are inconsistent in our attitude toward it. It is bad to have an illegitimate child, but it is good to be able to adopt one. We should treat both the same way - either condemn or condone. North Carolina is fourth in the nation in rate of illegitimacy. Only a very small number of these children are supported by welfare funds. What is your church doing to help parents carry out a wholesome program of sex education with their children? Sound sex education begins with self-respect.

Education: In North Carolina one of every two children who start first grade does not stay to graduate from high school. These dropouts will find it increasingly difficult to earn a living sufficient to support a family. Only a small percent of those who finish high school will graduate from college. What is your church doing about education?

Widowhood: One woman in eleven in N.C. is a widow. Are there widows in your community who need help? There are a number of parents without partners. What is your church doing to help these parents be both mother and father to their children?

Counseling: Although the divorce rate is decreasing there is still a great need for family counseling. Ministers do more counseling than anybody else. Is your minister qualified to render this valuable service? Churches should encourage their ministers to get the training they lack.

Do we really know the needs of the world around us? Can we afford not to know and act?

### Implications

Where does the Agricultural Extension Service fit into this picture? Our role is to provide education for the people concerning the problems that face them. We point out alternatives and the merits of each. The people make their own choices. In the wheat referendum we explained the issues and urged the people to vote according to their own decisions. The same should apply to issues affecting the various areas of family relations.

We say our goal is education for better family living. This means all families. As Margaret Mead says, no child in the community is safe until all of them are.

Be informed. Inform the people.



Information about Farm Related Industries  
that Families May Want to Visit

Note: It is advisable to write to the company ahead each time, indicating your desire to visit the facility, how many and ages of the family members, and the time you expect to be there.

Forestry and Wood Products Manufacturing Installations

Research Forests and Research Laboratories  
Big Woods Experimental Forest, Post Office Building, Franklin, Virginia (the forest itself is in Hertford County, North Carolina)  
Bent Creek Experimental Forest, c/o Southeastern Forest Experiment Station, Asheville, N. C.  
Coweeta Hydrologic Laboratory, Franklin, N. C.  
U.S. Forest Service Biological Service Laboratory, Research Triangle, N. Carolina  
Brandon P. Hodges Wood Products Laboratory, School of Forestry, N.C. State College, Raleigh, N.C.

Pulp, Paper and Related Industries

Champion Paper and Fibre Company, Canton, N. C.  
The Mead Corporation, Sylva, N. C.  
Albemarle Paper Corporation, Roanoke Rapids, N. C.  
Weyerhaeuser Timber Company, North Carolina Division, Plymouth, N. C.  
Riegel Paper Company, Acme, N. C.  
Formica Corporation, Farmville, N. C.

Wood Preserving Plants

American Treating Company, Wilmington, N. C.  
General Creosoting Company, Gulf, N. C.  
North State Wood Preserving Company, Fayetteville, N. C.

Furniture Markets

Southern Furniture Exposition, High Point, N. C.  
Lenoir Furniture Industries, Inc., Lenoir, N. C.  
Thomasville Furniture Industries, Inc., Thomasville, N. C.

Furniture Manufacturing Plants

Drexel Furniture Company, Drexel, N. C.  
White Furniture Company, Mebane, N. C.  
Craftique Furniture Company, Mebane, N. C.  
Thomasville Chair Company, Thomasville, N. C.  
Broyhill Furniture Industries, Lenoir, N. C.  
Morgan Manufacturing Company, Black Mountain, N. C.  
Unagusta Furniture Company, Hazelwood, N. C.  
Heritage Furniture Company, High Point, N. C.  
United Furniture Company, Lexington, N. C.  
Sanford Furniture Company, Sanford, N. C.



Major Feed Milling Operations

Earle Chesterfield Milling Co. Box 1409, Asheville, N. C.  
Powers & Winslow, Moyock, N. C.  
Mocksville Feed Mill, Inc., Mocksville, N. C.  
Ramsey Feed Co., Inc., Rose Hill, N. C.  
Central Carolina Farmers Exchange, Box 1452, Durham, N. C.  
Charles L. Revelle & Sons, Murfreesboro, N. C.  
Upchurch Milling Co., Raeford, N. C.  
Mooresville Flour Mills, 448 N. Main Street, Mooresville, N. C.  
Statesville Flour Mills, Statesville, N. C.  
Cooperative Mills, Inc., Box 1067, Statesville, N. C.  
John W. Eshelman & Sons, 914 Lee Avenue, Sanford, N. C.  
Interstate Milling Co., Box 1165, Charlotte 1, N. C.  
Ralston Purina Co., 1710 Tryon St., Charlotte, N. C.  
Gorham Milling Co., Box 927, Rocky Mount, N. C.  
Eastern Carolina Feed and Seed Co., Inc., Selden Street, Elizabeth City, N. C.  
King Brothers Farm Center, Box 566, Ayden, N. C.  
Tri-County Feed Mills, Inc., Bethel, N. C.  
Laurinburg Milling Co., 102 James Street, Laurinburg, N. C.  
Wake Farmers Coop., Inc., 405 N. Salisbury Street, Raleigh, N. C.  
Cargill, Inc., Old Black Creek Rd., Box 48, Wilson, N. C.  
Ralston Purina Co., Highway 301 South, Wilson, N. C.

## HIGHER EDUCATION - NORTH CAROLINA

### TAX-SUPPORTED INSTITUTIONS

#### Senior Colleges

Consolidated University of North Carolina, Consolidated Offices, Chapel Hill, President William C. Friday  
University of North Carolina, Chapel Hill, Chancellor William B. Aycock  
North Carolina State College, Raleigh, Chancellor John T. Caldwell  
Woman's College, Greensboro, Chancellor Otis A. Singletary  
Agricultural and Technical College, Greensboro, Acting President L. C. Dowdy  
Appalachian State Teachers College, Boone, Pres. William H. Plemmons  
East Carolina College, Greenville, Pres. Leo W. Jenkins  
Elizabeth City State Teachers College, Elizabeth City, Pres. Walter N. Ridley  
Fayetteville State Teachers College, Fayetteville, Pres. Rudolph Jones  
North Carolina College at Durham, Durham, Pres. Alfonso Elder  
Pembroke State College, Pembroke, Acting Pres. English Jones  
Western Carolina College, Cullowhee, Pres. Paul A. Reid  
Winston-Salem Teachers College, Winston Salem, Pres. Kenneth R. Williams

#### Two Year Colleges

Asheville-Biltmore College, Asheville, Pres. William E. Highsmith  
Charlotte College, N.C. Hwy. 49 North, Charlotte 2, Pres. Bonnie E. Cone  
College of the Albemarle, Elizabeth City, Pres. C. Robert Benson  
Mecklenburg College, 7600 W. Interstate Hwy. 85, Charlotte 8,  
Director James F. Alexander  
Wilmington College, Wilmington, Pres. William M. Randall

### PRIVATE INSTITUTIONS

#### Senior Colleges

Atlantic Christian College, Wilsn, Pres. Arthur D. Wenger  
Barber-Scotia College, Concord, Pres. L. S. Cozart  
Belmont Abbey College, Belmont, Pres. John A. Oetgen  
Bennett College, Greensboro, Pres. Willa Player  
Campbell College, Buie's Creek, Pres. Leslie H. Campbell  
Catawba College, Salisbury, Pres. A. R. Keppel  
Davidson College, Davidson, Pres. David Grier Martin  
Duke University, Durham, Pres. Deryl Hart  
Elon College, Elon College, Pres. J. Earl Daniely  
Greensboro College, Greensboro, Pres. Harold H. Hutson  
Guilford College, Guilford, Pres. Clyde A. Milner  
High Point College, High Point, Pres. Wendell M. Patton  
Johnson C. Smith University, Charlotte, Pres. R. P. Perry  
Lenoir-Rhyne College, Hickory, Pres. Voight R. Cromer  
Livingstone College, Salisbury, Pres. S. E. Duncan  
Mars Hill College, Mars Hill, Pres. Hoyt Blackwell  
Meredith College, Raleigh, Pres. Carlyle Campbell  
Methodist College, Fayetteville, Pres. Stacy Weaver  
N. C. Wesleyan College, Rocky Mount, Pres. Thomas A. Collins  
Pfeiffer College, Misenheimer, Pres. L. Lem Stokes II  
Queens College, 1900 Selwyn Ave. Charlotte 7, Pres. Edwin R. Walker  
St. Andrews Presbyterian College, Laurinburg, Pres. Ansley Cunningham  
Moore  
St. Augustine's College, Raleigh, Pres. James A. Boyer

Salem College, Winston-Salem, Pres. Dale H. Gramley  
 Shaw University, Raleigh, Acting Pres. Nelson H. Harris;  
 Wake Forest College, Winston-Salem, Pres. Harold W. Tribble

### Two Year Colleges

Brevard College, Brevard, Pres. E. K. McLarty, Jr.  
 Chowan College, Murfreesboro, Pres. Bruce E. Whitaker  
 Gardner-Webb Junior College, Boiling Springs, Pres. E. Eugene Poston  
 Lees-McRae College, Banner Elk, Pres. Max C. Chapman  
 Louisburg College, Louisburg, Pres. Cecil Robbins  
 Mitchell College, Statesville, Pres. John Montgomery  
 Montreat-Anderson College, Montreat, Pres. C. Grier Davis  
 Mount Olive Junior College, Mount Olive, Pres. W. Burkette Raper  
 Oak Ridge Military Institute, Oak Ridge, Colonel T.O. Wright, Superintendent  
 Peace College, Raleigh, Pres. William C. Pressly  
 Pineland Junior College and Edwards Military Institute, Salemburg,  
 Pres. Willard J. Blanchard  
 Sacred Heart Jr. College and Academy, Belmont, Sister Angela, Directress  
 St. Mary's Junior College, Raleigh, Pres. Richard G. Stone  
 Warren Wilson College, Swannanoa, Pres. Arthur M. Bannerman  
 Wingate Junior College, Wingate, Pres. Budd E. Smith

### Theological Seminary

Southeastern Baptist Theological Seminary, Wake Forest, Pres. Dr. Olin Brinkley

### Bible Schools

John Wesley Bible School and College, Greensboro, Pres. Ralph H. Dodson  
 Piedmont Bible Schools, Inc., Winston-Salem, Pres. Charles H. Stevens  
 Southern Pilgrim College, Kernersville, Pres. W. K. Phipps



# Family Relations Newsletter



June, 1963

## The Family Life Cycle

Our report on the stages of the family life cycle are completed with the enclosed discussion of launching, middle aged, and aging families. You may want to put this with the reports on the first five stages which were sent in two previous Newsletters.

The teaching outline and giveaway, Getting the Most from the Golden Years, and To Gather a Harvest in Golden Years, are an example of integrating several areas of home economics in teaching one stage in the family life cycle. As indicated, this was done by Rockingham County's Home Economics Extension Agent, Miss Buckley.

## Budget Weekend Vacations

The enclosed bulletin, Budget Weekend Vacations, is an attempt to meet your requests for information on family recreation. It is not inclusive, by any means but is something to which you can add from time to time as you find related materials. You may want to teach an abbreviated version of the whole bulletin. Or you may want to pick one aspect to stress, such as, food to take on a weekend vacation.

After this bulletin was completed, it was learned that Davidson County has already had a successful program which they entitled "Let's Find Our Own Magic Circles". They used a commercial bulletin by that same title from ETHYL Corporation, 100 Park Avenue, New York 17, N. Y. You may want to order a copy for your files.

## Your Ideas

Have you done a program in the field of family relations which you think other counties could use? Send us a copy. We'll share it through the Newsletter. Do you have some ideas for programs which we could develop together? Let us know. Do you have some ideas for family relations topics suitable for fair booths? Send them in and we will compile a list for all the agents. Are there any specific problems in family relations on which you would like more information? Maybe we can help you.

## Values in Living

The enclosed bulletin has been purchased from North Dakota for your own information. It is the best simplified source we have been able to locate. Additional copies are not available from this office or from North Dakota. Other materials will be sent to you as they are developed.

\* Correction - In the leaflet, Face the Facts about Dropouts, the reference to a ARA study in Lenoir County should read Lincoln County.

Frances Jordan, Family Relations Specialist  
Agric. Extension Service  
N.C. State College

## What do we know about Launching Families?

This stage, as the others, has threats and treats.

### Threats:

- As children are launched, the family (and community) learn whether the parents did a good job of bringing their children up. Are the children prepared to choose a vocation from 50,000 possible jobs? Are they prepared to choose a mate whom they can love and live with in this complex world?
- Financial load reaches its peak in this stage.
- On the average, for every dollar spent for a child's college education, 61¢ comes from parents, 23¢ the student earns, 8¢ is from scholarships, and 7¢ comes from other sources.
- \$1,000 will finance a moderate wedding. How much the family spends, and how much they are willing to borrow for the occasion, depends upon income, whether the daughter will contribute to the expenses, and upon cultural background of the family. (The wedding is traditionally more important to Italian and Polish families than some other ethnic groups, for instance)
- Having mother go to work to help pay launching expenses seems to be more acceptable than borrowing money for this purpose. The median age for working is 39 or above, and it is suspected that a portion of these women are putting children through college.
- As children are launched into college, work, or marriage, the parents and children both must become adjusted to a new interdependent role. For the overly possessive parent, this is a difficult time. If the child has been helped to grow in independence through the years, the shifting of responsibility to self and/or a marriage mate is easier accomplished.
- The children themselves at this launching stage are faced with conflicting pressures from all sides to get married, go to college, get a good job, go into service, have fun, and be good.
- Although the U.S.A. is not at war, parents do feel a certain amount of apprehension about sons involved in compulsory military conscription.
- Some long dreamed family goals may be shattered. The son or daughter may not have the money, academic requirements, or motivation to enter college. The child may choose to marry someone of whom the parents do not approve, or may marry earlier than desired. The child may choose not to follow the father's occupation, as parents had hoped.
- Conflict of allegiance may arise when parents in this stage have to decide whose needs should come first -- their own, their launched children, or their aging parents.

### Treats:

- Basking in the glory of knowing the launched children are doing well.
- Finding new interests to continue into middle and aging years as parental responsibilities are reduced.

- Earnings are usually at a peak, and as the couple near the end of this stage, they begin to recuperate from the heavy financial burdens.
- More traveling to visit launched children.
- Being grandparents.

#### Some implications for Home Economists

- How much house is the family expected to maintain for launched children? How long the parents keep the bedroom set up for the college or married child?
- Parents waited until the children grew up to buy new furnishings, now the grandchildren are here to put their dirty fingers on the upholstery.
- What are some suggestions for housing arrangements when married children move in with their parents?
- What is included in today's trousseau?
- Is there an appreciable reduction in food expenses as children are launched, or does mother continue to cook large serving out of habit?
- Do families consider the increased expenses for entertaining the extended families at holidays?
- If the mother goes to work at this stage her habits regarding clothing, food purchase and preparation, housekeeping, and other aspects of homemaking change, just as they do for the young working homemaker.
- Hobbies and crafts become important at this stage to provide parents with a means of self expression and feeling of worthiness at a time when they may feel unneeded.

#### What do we know about Middle Aged Families?

- Empty nest or Easiest yet?

#### Evaluate the past:

- Check the family goals and define new ones.
- Middle age is the time when most people develop the personality stage that Erikson calls the sense of integrity. A recognition and acceptance of one's lot in life. Too many adults feel a sense of failure when they evaluate their lives and have not progressed to the heights they had hoped to reach. Others accept the facts and attempt to make the best of it.
- Some change jobs now. Those with 20 or 30 years of service in government positions may choose to try a new occupation.

#### Enjoy the present:

- Ralph Eckert quotes one woman as saying, "This is going to be a time of personal fulfillment. For the first 20 years I did what my parents wanted me to do. The next 25 years I did what my children wanted to do. This 25 years, my husband and I are going to be free as air to do what we want to do."



- This stage is a time for recovery financially. After the children are launched and debts are paid, middle age is the time to accumulate some wealth to put aside for the aging years. For some couples, there is money left to fix up the house, take trips, etc.
- This is time for rediscovery of husband and wife. It has been predicted that the divorce rate among this age group will increase. The couple find they grow apart during the busy childbearing years.
- Although the menopause marks the end of the reproductive capacities, for many women it is the beginning of new interest in sexual activity. On the other hand, at this same stage many men look to younger women than their wives for proof of their own virility. According to Edmund Bergler, there are 8 types of young women who will go with older married men, but seven times out of 8 he goes back to his wife in the end.
- Parents assume responsibility for the home chores that children did in earlier family stages. (He gets a paramour and she gets the power mower!)
- With increased mobility and greater geographical distance between generations of family members, the middle aged couple are more likely to seek social contacts and recognition through informal or organized groups in the community. And now that all the children are gone they have time and money to support children's activities, like 4-H, Scouts, church, recreation projects, etc.

#### Plan the future:

- As retirement approaches the couple should contemplate finances, housing, health, hobbies, etc.
- There is the probability of widowhood. Of women aged 40 - 45 one in seven is a widow. Of women aged 55 - 64, one in four is a widow. Of women over 70, one in two is a widow. Of all women aged 14 and over in North Carolina one in eleven is a widow.
- There is a paucity of research on the subject, but the general feeling is that remarriages at this stage are happy and successful.

#### Implication for Home Economists:

- Clark Tibbitts reminds us that the first time in human history, man has leisure not for rest and recuperation alone, but for its own sake. When the Greeks reached this stage in civilization, Plato said men should be relieved of economic responsibility at middle age in order to spend their time discovering ways to improve the social order. Is this a challenge for our Home Demonstration Club women? Can we help them to establish some guidelines for coping with socio-economic problems? Maybe our Decisions for Progress Program is the answer.
- We have done a good job through Home Demonstration Clubs of teaching rural women how to do the many things required of homemakers. We have done a good job of developing leadership among this group. Now we need to help these middle aged leaders do the teaching for young homemakers who are still learning how to be better homemakers.

- Does this age group fall victim more often to food fads because they are trying so hard to hang on to youth and good looks?
- Cooking for one. There are 91,100 single member households in N.C.
- How can we help the middle aged wife keep more attractive looking to her husband? (and vice-versa?)

#### What do we know about Aging Families?

- In USA today one person in 11 is 65 or over. (In 1900 it was 1 in 25.) In North Carolina one person in 14 is 65 or over. Reasons for the increase in proportion of aging persons include: increased life span, immigrants of early 1900's having reached aging years, and young people having left some states and counties for various reasons, leaving the higher proportion of older group.
- There is no problem among the aging group that is not also a problem to other age stages, except that of retirement.
- There is no disease directly related to the aging process. All diseases found in older persons are also known in younger age groups.
- The basic needs of other age groups are the same for the aging, but in varying degrees. For instance, many older persons value independence more than belonging.
- Older people are no more alike as individuals than young people; therefore the problem of all older people cannot be generalized. Each case is an individual situation.
- Only 5% of our aging population need institutional care.

#### Problem Areas Facing some of the Aging:

Economics - Savings and pension plans which were considered adequate when begun are no longer sufficient with increased living costs.

Farming - The diversified family farm can no longer compete with large scale operations, forcing many aging people to exist on substandard living or rely upon other sources of support. Social Security has helped, but many must depend upon children. N.C. Dept. of Public Welfare says N.C. has highest proportion of aging people on O.A.A. living with children.

Housing - Urbanization and changing living patterns in N.C. sometimes leave the aging couple or remaining member alone in rural home.

Health - Physical health declines in aging years, causing increased medical expenses and need for care. Changing dietary needs, but same old eating habits.

Labor - Increase in cost of household help and practical nursing make it impossible for many families to depend upon this source of assistance which was at one time taken for granted.

Widowhood - More than half of all women 65 or over and one in five of the men are widowed.

Cultural pattern - While U.S.A. has not reached extremes of veneration of aged as in Orient, or destruction of aged in Nazi Germany, we are at present in the stage of emphasizing the younger age group. (Kennedy administration, compulsory retirement at 65, Life Magazine's special issue on "The Takeover Generation")

- Scientists are talking about a generation of centurians while business and industry is talking about reducing the retirement age even below 65. Why is this so? Bettelheim explains it this way. When the life span of men was



only 50 or less, by the time his children was ready to take over the business, he was ready to give it up. But today with improvements in health our aging population is better able to keep physically and mentally active so much longer and the old men just don't ever get around to voluntarily giving up the work. Thus the middle aged man feels forced to push the aging ones out, because the late adolescent is doing the same to him.

- Clark Tibbitts explains some reasons why American couples find it difficult to adjust in the aging stage. "A society which has place its highest values on work and parenthood roles does not easily recognize the legitimacy of non-economic uses of leisure time. And people who have long regarded the later years as a period of decline and gradual withdrawal from life do not readily come to view these years as a period of new growth and development."
- William E. Henry, University of Chicago researcher for National Institute of Mental Health, says it has traditionally been assumed that the aged person is isolated through desertion by others in his social world. From an intensive study, there is a new theory which suggests that the older person becomes isolated through his own creation. Many older persons do not desire an extension of continued usefulness, or the development of new interests and new contacts. They find equal satisfactions in their more confined world. They show less desire for approval and love and are more interested in short-run gratifications such as are found in recreational activities.

#### Some solutions:

The solution to each situation regarding aging parents depends upon its circumstances. We can refer the individuals to a source for more help.

#### Economics

- Social Security - contact Social Security Administration, 1122 Hillsboro St., Raleigh.
- Old Age Assistance - contact local Dept. of Public Welfare
- Pensions - contact nearest Veterans Administration Office and office of any company for which parents worked that has a pension plan.
- Money management - ask home agent or bank for any assistance needed
- Farming - contact farm agent for assistance in re-vamping farming operations to make it more profitable

#### Housing - various possible plans include:

- living in own home alone (FHA loans, Committee on Aging Study)
- living in own home with child's family
- living in own home with non-relative
- living with a child's family
  - own room
  - own apartment
  - own wing of house
  - own house on property

#### institutional care

- rest home, private
  - county home, public
  - convalescent home for chronically ill
  - large scale homes for aged (sponsored by church or social org.)
- (Decision depends upon wishes of parents, health, finances, circumstances of children's families, etc. When parents are physically able to manage daily routine for themselves, best plan is to allow them to live as independently as possible.)



Health - Hospitalization insurance  
- Medicare - (see N.C. Health Bulletin June, 1962)  
- Home Care Program - contact local hospital about future plans

Labor - Community services being considered:  
- Homemaker Service (Contact local Welfare Dept.)  
- Meals on Wheels (now being done in Forsyth Co. by a church group)  
- Friendly Visitors (see bulletin)

Widowhood - (See bulletin, Preparing for Widowhood)

Cultural Pattern - We need to look at our own attitudes toward aging parents.

Implications:

AHEA suggests ten things you as an individual home economist can do to further action related to aging.

- Become thoroughly familiar with the AHEA statement on Home Economics Philosophy on Aging and extend its scope into your own activities.
- Do everything possible to make the period of aging as much a part of family life as infancy, youth, and adulthood.
- Recognize that the problems of older people are individual and variable. Obtain reliable information and results of careful research on aging and integrate these into your professional work in home economics.
- Inform yourself on the general situation as regards aging in your state and community and on those aspects that relate to your particular competence in home economics.
- Encourage and participate in local and state surveys designed to determine the true needs related to aging.
- Let your interest be known and offer your services in developing and carrying through programs relating to aging - encourage pilot studies to explore new roles in the community, new community services, new living arrangements, new programs of adult education for older people.
- Become familiar with legislation, licensing of services, and other legal and regulatory actions or proposals and take active part in helping to formulate and adopt those which best meet needs of all involved.
- Co-operate with and contribute to the activities of your state home economics association, the body appointed by the governor or your state to lead programs related to aging, and with other organizations in carrying out organized programs related to aging.
- Accept invitations to conduct programs and to speak at meetings related to aging and to act as a resource person for other groups developing programs that can be aided by home economics information.
- Involve yourself and encourage others to become personally involved in inter-generational friendships, contacts, and service so that better understanding between the generations will be furthered.

Prepared by:  
Frances Jordan  
Family Relations Specialist  
N. C. State College

## General Information

### 1963 Fishing Rules

All residents over 16 years of age who fish by hook and line or rod and reel outside of their county of residence must have in their possession a State-wide fishing license or a daily permit. A State-wide or a county resident license is required before fishing in one's county of residence if artificial bait is used.

#### Fishing Access Areas Presently in Use

##### Baden Reservoir

Montgomery County (Lakemont)-South of N.C. Highway No. 49, west of N.C. Highway No. 109.

##### Black River

Bladen County (Hunt's Bluff)-Eight miles east of Kelly, south of N.C. Highway No. 53 on Secondary Road No. 1547.

Sampson County (Ivanhoe)-Just west of Ivanhoe on Secondary Road No. 1105.

##### Blewett Falls Reservoir

Anson County (Pee Dee Recreation Area)-Two miles north of Pee Dee River Bridge (U.S. Highway No. 74) via Secondary Roads Nos. 1748 and 1747.

##### Cape Fear River

Bladen County (Dublin)-Two miles north of Dublin via Secondary Road No. 1336.

Bladen County (Elwell's Ferry)-Two miles northeast of Carvers at Elwell's Ferry via Secondary Road No. 1730.

Chatham County (Avent's Ferry Bridge)-Two miles southwest of Corinth via N. C. Highway No. 42 at Avent's Ferry Bridge.

Cumberland County (Fayetteville)-Four miles south of Fayetteville on N.C. Highway No. 87.

Harnett County (Lillington)-Three miles east of Lillington

##### Catawba Lake

Mecklenburg County (Wither's Bridge)-Eleven miles southwest of Charlotte on N.C. Highway No. 49.

##### Chatuge Reservoir

Clay County (Ledford's Chapel)-Five miles east of Hayesville via U.S. Highway No. 64 and Secondary Road No. 1151.

##### Chowan River

Chowan County (Edenhouse B ridge)-Adjacent to U.S. Highway No. 17.

##### Contentnea Creek

Greene County (Snow Hill)-At Snow Hill, one block east of U.S. Highway No. 258.

##### Dan River

Caswell County (Milton)-Just northwest of Milton on N.C. Highway No. 62.

Rockingham County (Leaksville)-One-half mile south of Leaksville on old N.C. Highway No. 14 (Secondary Road No. 2039.

Deep River

Moore County (Carbonton)-Just south of Carbonton on Secondary Road No. 1621

Deep River-Sandy Creek

Randolph County-One-half mile west of Ramseur on U.S. Highway No. 64.

East Lake

Dare County (Mashoes)-Three miles north of Manns Harbor on Secondary Road No. 1113.

Fontana Reservoir

Graham County (Yellow Branch)-Six miles east of Fontana Village via N.C. Highway No. 28 and Secondary Roads Nos. 1241 and 1244.

Hickory Lake

Alexander County (127 Bridge)-Two miles north of Hickory on N.C. Highway No. 127.

Catawba County (Oxford)-Southwest of Oxford Dam via N.C. Highway no. 16 and Secondary Roads Nos. 1453 and 1519.

High Rock Lake

Rowan County (Dutch Second Creek)-Eight miles southeast of Salisbury at Bringle's Ferry Road Bridge (Secondary Road No. 1002)

Hiwassee Reservoir

Cherokee County (Grape Creek)-Five miles northwest of Murphy on Joe Brown Highway (Secondary Road No. 1326).

Inland Waterway

Currituck County (Coinjock)-One mile east of Coinjock on Secondary Road No. 1142.

James Lake

Burke County (Canal Bridge)-Two miles northwest of Bridgewater on N.C. Highway No. 126.

Burke County (Linville Arm)-One mile east of Linville River Bridge on N.C. Highway No. 126.

Burke County (Mimosa Fishing Club)-Five and one-half miles northwest of Morganton off N.C. Highway No. 126.

McDowell County (Wildlife Club)-One mile north of Nebo off N.C. Highway No. 126 on Secondary Road No. 1548.

McDowell County (North Fork)-One-half mile north of U.S. Highway No. 221-70 intersection west of Marion via Secondary Roads Nos. 1501 and 1552

Kerr Reservoir

Granville County (Grassy Creek)-One mile north of Bullock on U.S. Highway No. 15, then five miles west on Secondary Road No. 1443.

Vance County (Nutbush Creek)-North of Henderson between Satterwhite Point Road (Secondary Road No. 1319) and N.C. Highway No. 39 off Secondary Road No. 1308.



Kitty Hawk Bay

Dare County (Avalon Beach)-At Avalon Beach, one-half mile west of U.S. Highway No. 158.

Little River

Pasquotank County (Hall's Creek)-Between Nixonton and U.S. Highway No. 17 on Secondary Road No. 1140.

Lookout Shoals Lake

Catawba County-Near Lookout Dam, six miles northeast of Conover on Secondary Road No. 1006 of N.C. Highway No. 16.

Meherrin River

Hertford County (Murfreesboro)-North side of U.S. Highway No. 258 Bridge at Murfreesboro.

Mountain Island Lake

Gaston County (16 Bridge)-Twelve miles northwest of Charlotte on N.C. Highway No. 16.

Gaston County (Lucia)-One and one-half miles east of Lucia via N.C. Highway No. 16 and Secondary Road No. 1909.

Mecklenburg County (Davidson Creek)-Northwest of Charlotte and six miles east of U.S. Highway No. 21.

Nantahala Reservoir

Macon County (Choga Creek)-East of Andrews via Secondary Road No. 1505 and U.S. Forest Service Road No. 30.

Macon County (Rocky Branch)-Nineteen miles west of Franklin via U.S. Highway No. 64 and Secondary Road No. 1310.

Neuse River

Craven County (Bridgeton)-One mile north of Bridgeton just off U.S. Highway No. 17.

Wayne County (Goldsboro)-Adjacent to U.S. Highway No. 117 south of Goldsboro.

Northeast Cape Fear River

Duplin County (Kenansville)-Between Kenansville and Beulahville on N. C. Highway No. 24.

Pender County (Holly Shelter)-At Holly Shelter Refuge, six miles south of N.C. Highway No. 53 via Secondary Roads Nos. 1523 and 1520.

Pasquotank River

Camden County (Chantilly)-Two and one-half miles east of Elizabeth City via U.S. Highway No. 158 and Secondary Roads Nos. 1139 and 1138.

Camden County (Elizabeth City)-Adjacent to U.S. Highway No. 158 northeast of Elizabeth City.

Pee Dee River

Anson County (109 Bridge)-Eight miles north of Wadesboro on N.C. Highway No. 109.

Rhodhiss Lake

Burke County (John's River)-Two miles east of Morganton.

Caldwell County (Castle Bridge)-North of Connelly Springs at Castle Bridge via Secondary Road No. 1001.

Caldwell County (Dry Pond)-One mile southwest of Granite Falls.

Roanoke Rapids Reservoir

Halifax County (Thelma)-Two miles northeast of Thelma via Secondary Roads Nos. 1400 and 1422.

Roanoke River

Halifax County (Weldon)-On U.S. Highway No. 301 at Weldon.

Santeelah Lake

Graham County (Ranger Station)-Five miles west of Robbinsville on Secondary Road No. 1127.

Scuppernong River

Tyrrell County (Columbia)-One mile west of Columbia on U.S. Highway No. 64.

Shelter Creek

Pender County-Nine miles east of Burgaw on N.C. Highway No. 53.

South River

Bladen County (Sloan's Bridge)-Two miles southwest of Garland on U.S. Highway No. 701.

South Yadkin River

Davie County (Cooleemee)-Two miles northwest of Cooleemee on N.C. Highway No. 901.

Tar River

Edgecombe County (Bell's Bridge)-One mile north of Tarboro on N.C. Highway No. 44 at Bell's Bridge.

Edgecombe County (Old Sparta)-On N.C. Highway No. 42 at Old Sparta.

Edgecombe County (Rocky Mount)-Adjacent to Business U.S. Highway No. 301.

Pitt County (Greenville)-Three miles northwest of Greenville via U.S. Highway No. 13 and Secondary Roads Nos. 1001 and 1401.

Tillery Lake

Montgomery County (Lilly Bridge)-South of N.C. Highways Nos. 27 and 73.

Montgomery County (Swift Island)-Five miles southeast of Albemarle on N.C. Highway No. 27-73.

Waccamaw Lake

Columbus County- On lake shore road west of N.C. Highway No. 214.

White Oak River

Jones County (Haywood's Landing)-Five miles southeast of Maysville south of N.C. Highway No. 58.

## GENERAL INFORMATION:

### 1. State Hunting License:

Each participant must have a valid Management Area permit and a current North Carolina hunting license. The various types of North Carolina hunting licenses are as follows: County resident-\$1.65, State resident hunting-\$4.25, State resident combination-\$6.25, Nonresident hunting 6-day permit-\$15.75, Nonresident hunting-\$20.00

### 2. Age Limits

Minors under 16 years of age may not participate in any of the big game hunts other than archery. On archery and small game and raccoon hunts minors under 16 years of age may participate if accompanied by a parent or guardian and further provided that they have a valid permit.

### 3. Hunting Hours:

Except as otherwise noted daily hunts begin at sunrise and hunters shall check out not later than 6:00 P.M. On bear hunts standers may start earlier, at the discretion of the refuge manager. Night hunting shall begin at 7:00 P.M. and end at 7:00 A.M.

### 4. Applications for Hunts:

Application for advance application hunts must be made on the form provided by the N. C. Wildlife Resources Commission. Detailed information is shown under instructions for each type of hunt.

### 5. For more information write to: Games Division, N. C. Wildlife Resources Commission, Box 2919, Raleigh.

## CHECKING STATIONS LOCATIONS

### Santeelah

1. Barker's Creek Station one mile east of Tapoco on U.S. 129

2. Big Santeelah Creek Station ten miles northwest of Robbinsville off US 129  
Fires Creek

3. Fires Creek Station six miles North of Hayesville off U.S. 64.

### Standing Indian

4. White Oak Station twelve miles west of Franklin off U.S. 64 at Wallace Gap.

### Wayah

5. Wayah Depot Station seven miles west of Franklin off U.S. 64.

### Sherwood

6. West Fork Station fifteen miles south of Canton off U.S. 64

7. East Fork Station eighteen miles south of Canton on U.S. 276

### Pisgah

8. Davidson River Station five miles north of Brevard on U.S. 276

9. Turkey Pen Station eight miles north of Prevard off N.C. 280

10. North Mills Station fourteen miles northwest of hendersonville off N.C. 191

11. Bent Creek Station eight miles south of Asheville off N.C. 191

12. Pisgah Edge Station eight miles south of Candler on N.C. 112

### Harmon Den

13. Cold Spring thirty miles north of Waynesville off N.C. 209

### Rich Laurel

14. Rich Mountain Station four miles east of Hot Springs on U.S. 25-70

15. Shelton Laurel Station fifteen miles northeast of Hot Springs off U.S. 208



North Carolina Films:

The University Film Library has prints of North Carolina films other than those produced by the state, and a current directory may be obtained on request to

Bureau of Audio-visual Education  
Extension Division  
University of North Carolina  
Chapel Hill, N. C.

Among the State films available from Chapel Hill are:

North Carolina, 24 minutes, 16 mm sound, color. Covers industry, culture, education, history. Free.

Variety Vacationland, 14½ minutes, 16mm sound, color. Covers vacation attractions from coast to mountains. Suitable for all age groups. Fee \$1.50 for North Carolina bookings.

The two North Carolina pictures distributed by Modern Talking Picture Service are available without cost to the borrower except for postage from branches of Modern Talking Picture Service throughout the nation, or on request from

Modern Talking Picture Service  
5 East 54th St.  
New York 22, N.Y.

The pictures available through the above address are

Variety Vacationland, (described earlier)

From Kitty Hawk to Calabash, 14½ minutes, sound, 16mm, color. Shows fishing on the North Carolina coast.

Free Materials about North Carolina from:

Travel Information Division  
Department of Conservation and Development  
Raleigh, N. C.

Ask for:

Travel Bulletin  
North Carolina Travel Book  
Historic North Carolina  
Coming Events in North Carolina  
Variety Vacationland Guide

Flat Top

16. Spivey Gap Station twenty-four miles north of Burnsville on U.S. 19 W.
17. Poplar Station thirty-one miles north of Burnsville off U.S. 19 W.

Mount Mitchell

18. South Toe Station twenty miles northwest of Marion off N.C. 80.
19. Curtis Creek Station seven miles northeast of Old Fort off U.S. 70.

South Mountains

20. Jacob's Fork Station twenty miles south of Morganton off Old N.C. 18.
- Daniel Boone
21. Rose Mountain Station twelve miles north of Morganton on N.C. 181, thence three miles west of highway.
  22. Fox Camp Station sixteen miles north of Morganton on N.C. 181.
  23. Edgemont Station twenty-six miles northwest of Lenoir off N.C. 181 (at Edgemont).
  24. Kawana Station thirty-five miles north of Morganton off N.C. 90 through Jonas Ridge.

Thurmond Chatham

25. Dungeon Station eighteen miles north of North Wilkesboro off N.C. 18 through McGrady.

Uwharrie

26. Eldorado Station ten miles west of Troy off N.C. 109.

Sandhills

27. Indian Camp Station fifteen miles south of Southern Pines off U.S. 1.

Holly Shelter

28. Holly Shelter Lodge Station fifteen miles east of Burgaw off N.C. 53.

Croatan

29. Kuhns Station ten miles south of Maysville off U.S. 17.

Lake Mattamuskeet

30. Checking Station Highway N.C. 94 south side of lake.

## NORTH CAROLINA STATE PARKS

[illegible]



## BUDGET WEEKEND VACATIONS

Times have changed and North Carolina's families are changing, too. We live in a more complicated world that creates pressures for each family member. There is a greater need for families to escape - get away - take a vacation.

What is a vacation? Maybe you agree with the man who said, "It is a succession of 2's:

It consists of 2 weeks,  
Which are 2 short  
Afterward you are 2 tired 2 return 2 work,  
And 2 broke not 2."

Or would you agree that a vacation can be a succession of c's:

Creativity through activity,  
Change of physical and mental pace,  
Communication with family members and friends,  
Challenge of new knowledge, ideas and opportunities, and  
Contentment through release of tension.

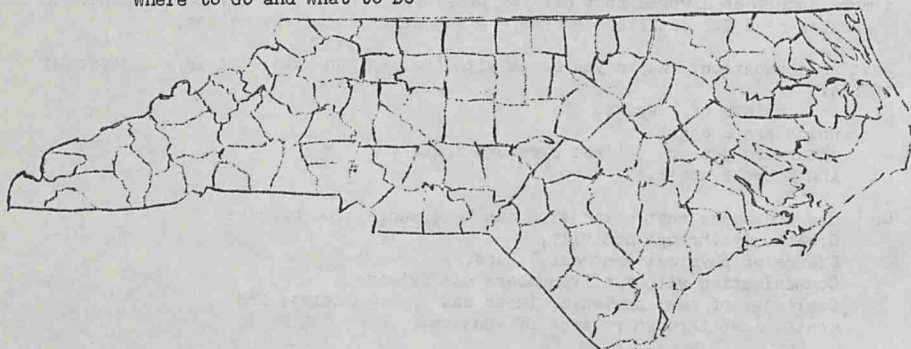
Dr. William Menninger, the famous psychiatrist, says "A vacation is time to spend as you like, for playing in contrast to working. But a vacation must fit the individual, his resources, and his needs." He suggests three rules for planning vacations:

1. Will my vacation refuel me?
2. Will it enrich my interests?
3. Will it provide a change?

When families plan vacations we want to check these rules with each family member in mind. What "refuels" Junior may leave Susie bored, Mom exhausted, and Dad broke.

Consider pair vacations. In our effort to promote "family togetherness" we sometimes forget the value of having one parent and one child enjoy an experience together. Once in awhile the pair should be parents. They, too, need to escape the pressures of family living.

# Where to Go and What to Do



Place a fifty-cent piece over the spot where you live. Draw a circle around it. What is of interest to see and do within that circle? Has your family seen everything? Within this circle you could get to a point and back within a weekend, or even one day.

Check your circle for these:

- a park. There are 3 National Park Service areas (Great Smokey Mountains National Park, Blue Ridge Parkway, and Cape Hatteras National Seashore), 11 State Parks, 25 roadside parks, and more than 450 individual roadside picnic tables.
- an historical spot. North Carolina is 300 years old and every county has points of historical interest. There are 822 historical markers placed on N.C. highways by the State Dept. of Archives and History. Write to them for a Guide to N.C. Historical Highway Markers, (25¢)
- a college or university. There are 60 of them in North Carolina. On these campuses are found excellent libraries, museums, exhibits; one has a nuclear reactor, another a planetarium.
- rocks and minerals. North Carolina has more than 300 kinds, a greater variety than is found in any other state.
- trees. North Carolina has many varieties of trees.
- game lands open to hunting.
- fishing access areas.
- military installation.
- an interesting farm related business or industry. Here are a few examples of some we have in North Carolina:
  - meat packing plants
  - livestock auctions
  - feed mixing plants
  - peanut shellers

- cotton gins
- tobacco auctions
- cigarette industries
- sweet potato canning plants
- sweet potato flaking plants
- peach, apple, blueberry, strawberry, white potato and tomato packing houses
- vegetable canneries
- pickle factories
- pulp and paper mills
- furniture factories
- wood preserving plants
- furniture show rooms
- wood turning plant for crafts
- handmade craft plants
- broiler processing plants
- egg packing plants
- milk processing plants
- research stations for fruits, vegetables, forest areas, etc.
- textile mills

\* Note: Rules and Regulations for Visiting Industries

1. Preferable to write or call in advance.
2. Don't take children who will not obey adults.
3. Wear flat, comfortable shoes.
4. Go directly to main office and wait for directions or guide.
5. Do not wander around alone or uninvited.
6. Abide by the rules set up by the industry. They are for your safety.

### Vacations and the Family Life Cycle

#### Beginning Families:

- Look for "Honeymoon specials", but remember that "how much you get for your money" in this case is less important than, "will it help us to make a better marriage adjustment?"

#### Childbearing Families:

- A convertible car bed or a large basket to hold the baby makes traveling easier for parents and child.
- Provisions must be made for feeding the baby and young child on their usual schedule. They don't like to "wait until we find a nice place."
- Toddlers tire easily and are usually restless. It helps to build up the floor of the back seat to make a large level area for play and sleep.

#### Preschool Families:

- They need to be entertained. Hang a shoebag on the back of the front seat and fill with small toys and games (quiet ones) that would interest a preschooler. There are also many games which they can enjoy with other family members regarding sights along the way. Or let the preschooler pack a small suitcase or box of play materials.
- They frequently "want a drink of water" and "have to go". A large vacuum jug of water and marked plastic cups for each member helps quench thirst between stops. Disposable cardboard containers helps to take care of toileting emergencies.
- Preschoolers are active, curious, and loud. They like vacations that allow them to get out and use up some energy. They like to explore the surroundings.



#### School Age Families:

- Vacations for this age group can be educational, in pursuit of hobbies, and times to add to favorite collections. There may be opportunity to tie the trip with a 4-H project. They like to play games enroute, and can be a help in entertaining the younger brother or sister.

#### Teenage Families:

- Vacation trips can be a visit to a prospective college, or to get acquainted with a proposed career. As with younger members, the trip can relate to a 4-H project.
- Teenagers frequently balk at having to go with the family on vacation. They want to stay home with the gang, which is more important to them at this time. Consider letting the teenager ask his pal to go along, too.

#### Launching Families:

- When you take the son or daughter to college, take a little time to see points of interest along the way.
- Don't plan vacation trips during holidays for this stage. The college, service, and working sons and daughters frequently prefer to be at home with the family and with local friends.
- A vacation can include visiting married children's families.

#### Middle Age Families:

- Get out of the rut. Try new places, new foods, new activities.
- It is cheaper to travel now that the children have been launched. You can go farther and enjoy more expensive accommodations.
- Renew acquaintance with old friends.

#### Aging Families:

- Take a sentimental journey.
- Slow down. Plan shorter periods of driving and more rest.
- Young families who include aging family members need to set the pace of the trip to fit the older folks.

## Some Special Events in North Carolina

### April

N.C. Azalea Festival, Wilmington  
Dare Coast Pirates' Jamboree, Outer Banks  
Craftsman's Fair, Albemarle

### May

Family Camping Weekend, High Point  
Arts Festival, Greenville  
Ramp Convention, Canton  
Eastern Carolina Singing Convention, Wilson  
Strawberry Festival, Chadbourn  
Carolina Folk Festival, Chapel Hill  
Spring Square Dance Swap Shop, Fontana  
"World 600" Late Model Auto Race, Charlotte

### Summer

#### Outdoor dramas:

Unto These Hills, Cherokee  
Horn In The West, Boone  
The Lost Colony, Manteo

### June

Brevard Music Festival, Brevard  
Rhododendron Festival, Roan Mountain  
National Potato Peeling Contest, Elizabeth City  
Singing on the Mountain, Linville  
Spring Fishing Contest, Edenton

### July

Highland Games and Gathering of Scottish Clans, Grandfather Mountain  
Craftsmans Fair, Asheville

### August

Muzzle Loading Shooting Match, Waynesville  
Gems and Minerals Festival, Spruce Pine  
Mountain Dance and Folk Festival, Asheville  
Apple Festival, Hendersonville  
Crab Derby, Coastal city selected

### September

Mule Day Celebration, Benson

### October

N.C. State Fair, Raleigh  
Cherokee Indian Fair, Cherokee  
Mullet Festival, Swansboro  
Carolina Yam Festival, Tabor City

Wonderful Places to Take Children (Excerpts from the book by Jane and Theodore Norman, with National Recreation Association, Channel Press, Manhasset, New-york, 1962, page 125 ff.)

### Asheville

Biltmore House and Gardens. Daily, 9-6, except Christmas and New Years Day.  
Adults, \$2.40; children \$1.40  
Biltmore Industries, in Grove Park, Daily except Sunday, 9-4:30  
Stuart Nye Silver Shop, on U.S. 70 east of city.

Chimney Rock, 25 miles southwest of Asheville on U.S. 74 and 64.

Chimney Rock Park, Adults \$2.00, children \$1.00

Blue Ridge Parkway, South from northern border of N.C. to Asheville

Doughton Park, mileage marker 238.5

Blowing Rock, on U.S. 321, off the Parkway near mileage marker 292. Adults 50¢

Tweetsie Railroad, between Blowing Rock and Boone. April-Sunday only; May-Saturday and Sunday; June-September 15, daily; September 15, October 31, 8 a.m. to dark. Adults \$1.75, children \$1.00. Ticket includes train fare plus other attractions.

Moses H. Cone Memorial Park, near Blowing Rock, mileage marker 292

Linville, off the Parkway near mileage marker 313.

Grandfather Mountain, 2 miles east of Linville, Admission to road up the mountain; adults 90¢, children 45¢.

Museum of North Carolina Minerals, near mileage marker 331, at Gillespie

Gap, Daily, May1-October 31, 9-5

Spruce Pine, on Route 26 near mileage marker 331.

Mt. Mitchell State Park, turn off near mileage marker 350.

#### Charlotte

Charlotte Children's Nature Museum, 1658 Sterling Rd. Daily except Monday, 9-1, 2-5; Sunday, 2:30-5.

Cherokee: on the Qualla Reservation, next to Great Smoky Mountains National Park

Cherokee Mountain Chairlift, in town. Fare: adults \$1.00, children 75¢.

Oconaluftee Village, in Cherokee, the main town on the Reservation. Daily, 9:30-4:30, mid May-Mid October. Adults \$1.20, children 40¢.

Museum of the Cherokee Indian, Cherokee. Daily, May-October, 8-6. Adults 50¢ children 25¢.

Pioneer Museum, north of Cherokee on U. S. 441.

Maggie: 17 miles east of Cherokee on U.S. 19. Ghost Mountain Park. Fare: adults-\$1.70, children \$1.00.

Franklin - Ruby Mines. Mine Fee - \$1.00 - \$3.00

Brasstown, 50 miles west of Franklin, two miles South of U.S. 64. John C.

Campbell Folk School.

Great Smoky Mountains National Park: Cades Cove; Clingman's Dome; Fontana Lake.

Mt. Gilead: southeast of Albemarle on Routes 73, 109, and 731. Town Creek

Indian Mound, east of town, Daily 8-5.

New London U.S. 52, north of Albemarle. Cotton Patch Mine. \$2.00

#### Outer Banks

Wright Brothers National Memorial, at Kill Devil Hill, near Kitty Hawk, Daily, 8:30-5.

Cape Hatteras National Seashore Recreational Area.

Bodie Island Lighthouse; Oregon Inlet; Hatteras Inlet; Peas Island Bird Refuge; Hatteras Lighthouse, Ocracoke.

#### Raleigh

Nuclear Reactor, on the grounds N.C. State College. Weekdays 8-5, Sat. 8-1 Hall of History, State Educ. Bldg., Daily 9-5; Sunday, 2-5.

#### Chapel Hill

Morehead Planetarium, on Univ. of N.C. campus. Programs: Weekdays at 8:30 p.m. Saturdays, 3 and 8:30 p.m. Sunday 3,4 and 8:30 p.m. Adults 75¢ children 35¢ 50¢.

#### Durham

Liggett and Myers Tobacco Factory Tour, West Main Street.

#### Winston Salem

Reynolds Tobacco Factory Tour

Old Salem. 614 S. Main Street, Weekdays, 9:30-4:30; Sunday 2-4:30; closed on Christmas Day. Combination tickets to all bldgs. is \$1.50 for adults 40¢ for children. Admission to one bldg. is 50¢ for adults 15¢ for children.

Distributed by: Frances Jordan, Family Relations Specialist, N.C. State College.



### Tips on Good Management

Mrs. Kay Riggle, Home Management Specialist, N. C. Agricultural Extension Service, offers some suggestions.

Planning ahead can make a happy vacation.

You may plan more than one short trip, but try to have something of special interest to each member of the family. Ask your oil company for planning maps.

Write the Travel Information Division, Department of Conservation and Development and ask for the North Carolina Travel Book. This will help in planning your time and expenses.

Time-How long do you have?

What can you do in this amount of time without rushing too much. Fit your trip to your time.

Money-What can you do with the amount of money you have to spend?

Each family member contributes to the vacation fund.

Will you pack a lunch, cook out or eat meals in restaurants? Which best fits your budget?

Motels with swimming pools can be fun but expensive. There are nice tourist homes that are much less expensive. Check family rates in big hotels. Here again, which best fits your budget. An inexpensive vacation can be fun, it's a matter of attitude.

Mother and father should have some money which should not be used except in case of emergency.

Energy-If you cook out, camp or spend the week end at the beach, do your part.

Help with dish washing, straightening up, looking after the younger children. Don't make mother do all the work- let it be a vacation for her too.

How will you dress?

Comfortable-easy-to-care-for clothing makes a more pleasant vacation. You'll be happier if you dress for the occasion.

Will you look forward to another trip like this?

What would you do again?

What would you do differently?

Did you need a heavier coat or sweater, an extra pair of shoes?

Perhaps you kept a record of mileage-amount of gas-meals-and other expenditures. This may help in planning your next week-end vacation.

Before You Go:

Do you need to stop any deliveries?

Did you turn off the lights, range, and iron?

Did you leave a key with someone in case of emergency?

Have you arranged for care of all the pets?

Has the car been thoroughly checked?

Have you made reservations for overnight accommodations?

What house protection precautions are recommended by your local police?

Additional preparations and precautions are recommended if you are to be away longer than a weekend.

## Tips on Eating

Good snacks for nibbling include:

- dry cereals
- dried fruits
- celery sticks
- carrot sticks
- lettuce wedges
- seedless grapes
- bananas, apples

Excerpts from Outdoor Meals, S. Virginia Wilson, Nutritionist, N. C. Agricultural Extension Service.

Picnics are a money-saver

"A picnic is usually made up of:

1. Meat, poultry, fish, eggs, cheese used alone or in sandwiches, fried chicken, cold baked chicken, baked or fried ham, meat loaf, cold roast beef, barbeque, deviled eggs, weiners, hamburgers, or kabobs.
2. Bread - white, whole wheat, or nut - made into bread and butter sandwiches or sandwiches with other fillings.
3. Vegetables - in salads, fillings for sandwiches, or raw pieces to be eaten with salt (carrot sticks, tomatoes cut in halves or quarters, cucumbers, lettuce).
4. Relishes - pickles.
5. A sweet - fruit, cookies, cup cakes, tarts.
6. Beverage - fruit drink, iced tea, coffee, milk.

"It is just as important to have foods from each of the Basic 7 food groups on picnic days as on other days. If you are not careful, it is easy to include too much meat, bread, and sweets. Be sure food will keep as long as necessary. Raw meats must be kept cold, sandwiches must not become soggy, raw vegetables must stay crisp, and cookies shouldn't crumble. Vegetables wrapped in waxed paper or put in wide-mouthed jars will stay crisp for a fairly long time. Taking spreads in a jar does away with the problem of soggy sandwiches. Avoid foods that are hard to keep - creamed dishes, chicken salad, and puddings. Congealed salads and desserts are sure to melt. Cakes with sticky frostings are not only hard to carry, but hard to eat at a picnic.

"Have simple foods and just a few of them. It is more important to have large quantities of a few good foods than an elaborate menu.

"A sturdy basket with handles is easier to carry than a box. You can buy fitted picnic baskets, but they often do not have as much room as you need. If you picnic often, keep knives, salt and pepper shakers, etc., in the basket so there will be no danger of forgetting them.

"Take along a bright colored tablecloth, paper or cotton, as well as plenty of paper napkins, paper plates, and cups. These are inexpensive, easy and light to carry, and can be burned when the picnic is over."

If you want to cook out, write for these:

Outdoor Meals, Club Series 11h, N.C. Agricultural Extension Service.

Charcoal Broiling Steaks, John Christian, N.C. Agricultural Extension Ser.

Enjoy Outdoor Eating with Chicken or Turkey Bar-B-Q, W.C. Mills, Jr.,

N. C. Agricultural Extension Service.

## Tips on Dressing

The Clothing Department, N.C. Agricultural Extension Service offers some suggestions.

These fabrics have rumple resistance and easy-to-care-for qualities:

- knits
- cotton seersucker or plisse
- pure silk
- nylon
- rayon and wool jersey
- "Wrinkle-Resistant" finished fabrics

Think of outfits when planning your vacation wardrobe. Choose items that go together, can mixed and matched, dressed up or down.

Neutral shades in solid colors or as background for prints don't show soil and look suitable on warm or cool days.

Think of comfort in sitting and walking. (Don't wear "sit-down shoes and a stand-up dress")

Dress for the occasion. Shorts may be appropriate for camping, driving, or the beach; but in public buildings or hotels in cities a dress would be more appropriate. At least have a skirt over the shorts.

Plan for the climate; prepare for the unpredictable in weather.

Pack your suitcase

For overnight the ladies may want:

- slippers
- nightgown or pajamas
- robe
- washcloth - packed in shower cap
- toothbrush packed in case with tooth powder
- deodorant in plastic container
- facial tissues
- hair brush
- hair pins
- change of clothes

For overnight, the men may want:

- slippers
- robe
- pajamas
- shaving kit with razor, blades, shaving cream or electric shaver
- other toiletries like toothbrush, toothpaste, hair dressing, etc.
- change of clothes

Pack a separate suitcase for each child. Small cardboard ones are fine for week-end trips. Even a book satchel will hold pajamas, underclothes, and toilet articles. Children can begin at an early age-preschool- to assume some responsibility for packing and caring for their own belongings.

Little Lifesavers

- flashlight
- facial tissues



- soap in a soap dish
- small turkish towel
- paper towels
- washcloth in plastic bag
- first aid kit, aspirin
- sunburn lotion
- whik broom
- sewing kit
- travel alarm clock
- cleaning fluid
- small jar of water
- sun glasses
- notebook and pencil
- special medicine or prescriptions
- insect repellent

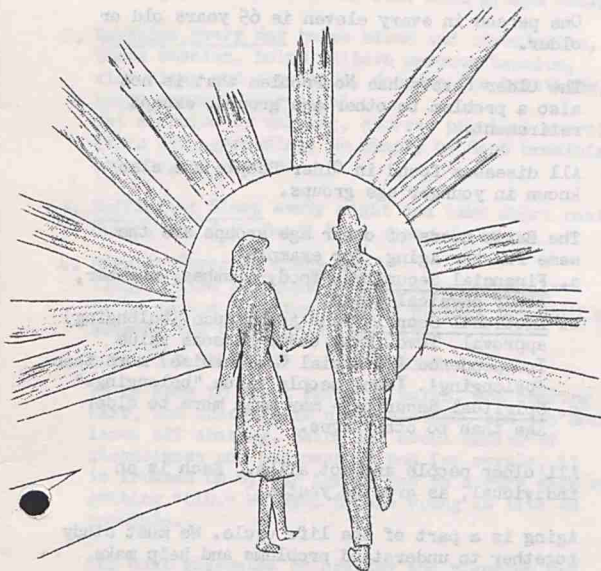
#### Transportation Tips for Safety

- Have the car thoroughly serviced and checked before trip. Spot check when you stop for gas.
- Install and use seat belt.
- Stop to rest and stretch every hour.
- Stop when the driver gets tired.
- Keep car windows and windshields clean.
- Assign someone to be the navigator. This is a good job for an eager school child.
- Obey the traffic rules. You get to your destination just as quickly, and safer, too.
- Traffic is lighter and weather is cooler early in the morning. It is wiser to wait until Saturday morning to leave home than trying to go after dark on Friday night.
- Set these rules for children in the car:
  - Do not stick head or arms out the window.
  - Do not touch or speak loudly to the driver.
  - Stay seated when the car is in motion.
  - Do not touch the door handle.
  - Do not throw anything out the window.

Prepared by: Frances Jordan  
Family Relations Specialist  
N. C. State College

TO GATHER A HARVEST IN GOLDEN YEARS

Plant and Cultivate Along Life's Way



Prepared by Isabelle Buckley  
Rockingham County Home Economics Extension Agent

Assistance From: Frances Jordan  
Family Life Extension Specialist  
North Carolina State College

## FACTS ABOUT AGING STAGE OF LIFE'S CYCLE

1. Getting Most From Life is an individual quest regardless of age.
2. One person in every eleven is 65 years old or older.
3. The Older Person has No Problem that is not also a problem to other age groups, except retirement.
4. All diseases found in Older People are also known in younger age groups.
5. The Basic needs of other age groups are the same for the Aging, for example:
  - a. Financial Security - food, clothes, shelter, other physical needs.
  - b. Emotional Security and Acceptance (belonging) approval, love. Many older persons value Independence (financial & otherwise) more than 'belonging'. Young people value "belonging."
  - c. Spiritual Security - may mean more to older age than to other ages.
6. All older people are not alike. Each is an individual, as are the youth.
7. Aging is a part of the life cycle. We must study together to understand problems and help make life rewarding.

### PRESERVE INDEPENDENCE BY:

1. Planning Finances
2. Planning Living Arrangements
3. Care of Health
4. Planning Useful Activities

But --- LEARN TO LIVE INTERDEPENDENTLY



## PROTECT HEALTH AS MEANS OF PRESERVING INDEPENDENCE

1. Eat well balanced meals of (a) meat, (b) milk, (c) fruits, vegetables and (d) bread or cereals. If appetite wanes, or if overweight, eat smaller servings, but include all four food groups daily.
2. Exercise every day helps blood and circulation, tones muscles, helps relieve nervous tension, aids sleep and digestion, deepens the breathing, helps control overweight. Get exercise by walking, chores, physical exercise (thru TV), gardening, or simply by deep breathing and keeping active.
3. Sufficient Sleep every night and take short rests during the day. Don't be a sleep-cheater.
4. Regular Physical Check-ups  
Illness like accident doesn't "just happen."  
It is caused -- oftentimes by working too hard and abusing the body for a life time.
5. LOOK YOUR BEST - IT IS WORTHWHILE

It is easy to start skipping baths, not combing hair, not changing to clean clothes, and the men leave off shaving. Being lax about habits of cleanliness and neatness is bad for morale, it is frowned on by the family and is a sure sign of getting "OLD." We want to die young as late as possible.

The best guarantee of healthy and vigorous old age is the development during youth and middle years, of good health habits. Continue social and recreational interests.

To achieve health in the truest sense, must have a feeling of purpose, a sense of humor, and a zest for what tomorrow will bring.

INTERDEPENDENCE MAY BE A BENEFIT TO OLDER AND YOUNGER

### What Can a Child Expect From His Parents?

Affection, respect, help, and approval.

### What Does a Parent Expect From His Child?

Affection, respect, help, and approval.

A parent wants his child to be a good descent citizen; honest, kind, considerate, sumpathetic and intelligent. If he is that, the debt is paid -- the parent content.

Let Kindness Work Both Ways - Grandpa takes the children out for a treat - sometimes you reverse the process and buy something for grandpa.

Grandma reads to Anne - let Anne read easy books to Grandma.

Grandma bakes cookies for Johnny - let johnny save pennies and buy a flower for Grandma.

### Care of Our Aging Parents

A parent may become financially and/or physically dependent on his child for care in older age. No matter how hard it is on your family, it is even harder on the parent. He would prefer taking care of his own self.

If or when that time arrives, a cheerful willingness makes it easier on both. Be glad you are able to do this.

## PRESERVING FINANCIAL INDEPENDENCE IN GOLDEN YEARS

1. (a) Apply for Social Security. Find out all you can about it.
- (b) Use interest on savings.
- (c) If paying on a large insurance policy, convert to a smaller paid-up policy, or consult someone on this.

### 2. Adjust Living Expenses to Income

- (a) Move to smaller less expensive house or rent out rooms in the big homelace, or use, heat and clean only part of the house.
- (b) Plan nutritious meals from less expensive foods.
- (c) Watch sales for clothing. Buy quality. Look for comfort, fit, and easy care.
- (d) Take good care of equipment to make it last.
- (e) Consider selling car, if living in town.
- (f) Take good care of health.
- (g) Take advantage of free amusements and inexpensive recreation, if necessary. (For some people this is the time in life to splurge on recreation)

### 3. WORK is a Way to:

#### Find Life Meaningful after Retirement

Continue on some interest and purpose adjusted to physical strength - housekeeping for women; farming - on a smaller scale for men, or a small business enterprise.

For the women, retirement may be when the last child is launched, or in another sense, she may never retire as long as there is house work to do.



## MAKE SATISFACTORY LIVING ARRANGEMENT TO PRESERVE INDEPENDENCE

Whether you move to a new home, remodel, or simply rearrange a part of house, consider: CONVENIENCE - COMFORT - SAFETY

1. House near church, store, activities, close to transportation.
2. One floor house, wide hall and doors for wheelchair, if necessary.
3. Storage within easy reach.
4. Windows with a view - low and wide.
5. House - take advantage of sunshine & prevailing breeze.
6. Bathroom close to bedroom.
7. Grab bars in bathroom.
8. Kitchen to save steps, reduce lifting & reaching with dining area nearby.
9. Kitchen storage space within easy reach.
10. Central heat, running water, telephone, automatic gas range, or better electric range.
11. Easy to reach electric outlets.
12. Floor level outlets for night light in bath, hall, and near bed.
13. More light required for good vision as you grow older. Use 3-way switches.
14. Resilient flooring with non-skid finish.
15. Tacked down carpet, no scatter rugs.
16. No threshold or sills on inside doors.
17. Handrails on both sides of stairway.
18. Abrasive treads on stairs, even risers 7" high and wide treads 12".

### Plan work routine to take advantage of conveniences.

Both men and women should learn household work routine and learn how to care for each other during illness. This is one way to maintain independence as long as possible.

Parents might take a room, apartment, wing of child's house, or there are several different kinds of Special Homes including nursing homes. Some are quite pleasant and happy solution to problems. Arrangements depend upon wishes of parents, health, finance, and circumstances of children's families.

## A Suggestion to the Aging Parent

Now a word to the aging parent who goes to live with a grown child and family. You have a big adjustment to make at a difficult time of life. But if you want to make a success, treat it as a challenge, not a cross, So:

1. Try not to criticize your children's way of life, however much it irks you, and don't offer advice unless asked.
2. Don't hark back to the "good old days" - medical science, even housekeeping has improved.
3. Don't play off your grandchildren against their parents. Observe family discipline rules.
4. Maintain a life of your own. Keep up with your friends and make new ones if you can. Cultivate some personal interests. Whatever you do should be worthwhile to you. Crocheting lace that nobody wants will do nothing for your morale. Knitting socks or sweaters for people who will wear and appreciate them, will.
5. Try to earn respect. Help with chores, offer thoughtful little gifts, if you can afford them. Don't indulge in self-pity, don't lean on others. Keep cheerful and alert. Give and take in conversation. The more you can be an interested and interesting person, the more the family will love and consider you as a part of happy living.

Difficult? Yes, very difficult. But something to strive for in old age, as in any other phase of life. Such striving is a condition of healthy growth and happiness is its by-product.

## USEFUL ACTIVITY ENRICHES LIFE

|                       |                         |
|-----------------------|-------------------------|
| Radio & TV Listening  | Playing cards           |
| Reading               | Clubs & Lodges          |
| Visiting-Conversation | Community & church work |
| Gardening             | Travel                  |
| Needlework            | Handcrafts              |
| Auto Rides            | Sports (mostly by men)  |
| Letter Writing        | Woodworking (by men)    |
| Movies                |                         |

What can we do as a Group to help make the older years GOLDEN YEARS?

Are you interested in a Golden Age Club? Some groups meet occasionally, some get letters, write each other, and exchange ideas.

We could announce and direct part of our Extension Radio Programs to Golden Age Club. News Articles could be written to you, or by you.

### LET US KNOW

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### AFTER 70

Pamper the body,  
Prod the soul.  
Accept limitations  
But play a role.  
Withdraw from the front,  
But stay in the fight.  
Avoid isolation,  
Keep in sight.  
Beware of reminiscing  
Except to a child.  
To forgetting proper names  
Be reconciled.  
Refrain from loquacity,  
Be crisp and concise,  
And regard self-pity  
As a cardinal vice.

Olive Higgins Prouty



JULY 1961



LOVE  
HEALTH  
KNOWLEDGE  
AMBITION  
SECURITY  
RELIGION  
FREEDOM

# Values In Living

Irene Crouch  
Home Management Specialist

EXTENSION SERVICE  
NORTH DAKOTA STATE UNIVERSITY  
OF AGRICULTURE AND APPLIED SCIENCE

# VALUES IN LIVING

Of all words in our everyday language, probably none means more things to more people than VALUE. The ideas and images value produces are virtually endless and often contradictory. Values may be unstable we note as we look about us in our fast changing, unstable world. Increasing numbers of writers are calling attention to the fact that old values are being taken away. The serious part is there may be no clear cut new ones taking their places, and without values we are lost. We have nothing to guide us in making decisions.

## What Is The Meaning Of Value

A value means that which we hold as good, which we prize or cherish. It's a feeling we have concerning the goodness or badness, the rightness or wrongness of an object or kind of behavior. Values can be utilitarian, aesthetic, spiritual or psychological. It can be of the moment or eternal. It can be prized by one individual, a family, a community, or a nation.

## Values Are Basic To Good Management

We must know our values, what is important to us, before we can have good management. But first, what is management? In simple terms good management is using what you have to get as much as possible of what you want.

Management involves choice making. If choices are based on values held by the individual, you would expect him to be satisfied with his decisions. If action is taken without consideration of one's values, there can be little satisfaction. In this way values help us judge our action. Values are the guide posts, the reasons, or "why", we decide to do the things we do.

Home management varies from good management in any business in that the first objective in the home has been to allow for and to encourage maximum potential of human development of each individual family member. Attention centers on family life as a whole. In business, attention primarily is on making money.

Some people think they can get away from management by not thinking about it. But choices have to be made each day, whether they are wise or unwise, satisfactory or not. Family life could go on for years without anything being done about clarifying values and establishing goals. No one requires an accounting of them -

no landlord, no tax assessor, no supervisor. But the family that decides which things are important and best for it, and then works toward achieving its goals, is the family most likely to get what it really wants.

In making use of value in choice making, we see that it is a guide for action. But value also is justification for action. We use value to justify action we have already taken, are taking, or are going to continue to take. For example, a family which values security may have a goal of home ownership. A low income farmer may value his independence and freedom. But, if he gets a chance for factory work, he values being able to do things for his family. Thus, he justifies his change in action.

In using value to justify action, we are setting ourselves right with the world, giving ourselves a feeling of personal integrity. We aren't satisfied to do something or to buy something, but we must explain why. The human mind has to seek its own security. We take the family to the lake for a day's outing. We explain it was good for us to get away — just what we needed.

### **Values Vary Among Individuals Or Families**

One family may prize comfort as a value and become interested in improving the home or buying new furniture or equipment. But, for another family, making changes would be too disrupting. It finds comfort in the usual surroundings. We have little real knowledge of what causes people to hold certain values in very high regard while some other people hold the same value in low regard. We only know that values vary among people. This is likely good, for values must be your own not someone else's. But, values can be modified:

By change in age — As a child grows older there can be no maturing if values were not modified, or if he were not able to lay aside some values and take on new ones. The ability to know true value is closely linked to maturity, as Margaret Meade the famous anthropologist, often has pointed out.

By education — Children are first influenced by the home, then church, school and community.

By change in social and economic status — An individual who places a high value on financial security will increase his savings rather than his level of living when income in-



creases. Or, if he places a high value on social position, he may be content with his original level of savings and spend the increase on a new home, new furnishings, or a new car.

Our practices are at almost constant variance from our stated values. We value an orderly society and make laws to enforce orderliness. However, we often drive as though laws were written for the other fellow.

### **Our Changing World**

America has a moral culture, Margaret Meade tells us. By this she means we accept right and wrong as important. No other people or nation think of life in as habitually moral terms as do Americans. Of course there are times when values have been broken, but at least those persons knew their actions were sinful. Now there are times when people are not so sure of what is a sin, or so it seems as we read of various national scandals. Among several high schools, parents have gotten together to draw up a code of ethics for the young people. It is interesting that they need a code of ethics, but much more interesting that they are not sure what should go into the code.

We were guided by certain ideas of good and bad as frontiers were pushed farther and farther west. It was good to work hard, to produce much, to save money, to do without. It was good to see an individual prosper through his own efforts. Now our values of thrift, hard work and individuality are getting us into trouble. Industry, and the farmer too, produces more than can be sold. Instead of giving us stability, they actually tend to cause conflict.

We like efficiency and progress in our homes, too. We like our shiny kitchens and mechanical aids that make work easier and give us more leisure. Is leisure good? Packaged foods take less time to prepare. But, what about the loss of status for women who depended on old family recipes in baking and preserving. Today we find ability in the kitchen is in management rather than in processing.

Our values have not kept pace with technology. We can't have all the efficiency and progress we want and at the same time have all the stability we want. Instead of clear-cut values we have indecision. We are uneasy, for as individuals we know that mature stimulating people and clear-cut values go together.

In an area where young couples are moving in and out frequently, each brings to the community its set of values. Uncertainties develop because some values conflict with present reality and some conflict with each other. A stable, well integrated community is a comfortable place to live, for there exists a single clear-cut set of standards and values.

To discover what our values are, we need to ask questions. How will this object affect my life? By its usefulness? Its convenience? Its beauty? In thinking of our friendships, our pleasures, our careers, our politics and our faith, there are questions we can ask, too. Which comes first? Which are commitments? Which are durable? Which are transitory? Which are you willing to work for, to sacrifice for? Which are really important to you?

As so many other women are doing, you take a job outside your home. Is it because everybody else is doing it? Do you need the money? Is it for a higher level of living? To help buy a new house? For college education for the children? Is it to get away from housekeeping? Or child care? If you ask yourself the right questions, it is easier to determine what you really want to do to establish your goals.

### Which Of These Values Are Important To You?

| <u>Values</u>  | <u>Possible Goals</u> |
|--|-----------------------|
| Security, ambition, prestige                               | Home ownership        |
| Family affection, love                                     | Raising a family      |
| Comfort, health, religion, art,<br>play, equality, freedom | Home atmosphere       |
| Knowledge, efficiency                                      | Education             |
| Religion, love of mankind                                  | Community Service     |
| What other values do you have?                             |                       |

### Factors Which Influence Our Values:

Families are larger  
Life span is increasing  
Young people are marrying earlier  
Incomes are higher — but many families have low incomes  
More people are getting better education  
People move oftener, often at great distances  
Technology brings rapid changes — age of abundance  
More people have leisure time — time for what?  
Advertising and TV persuade — sometime misinform

## YOUR VALUES ARE SHOWING

|   | <u>Yes</u> | <u>No</u> |
|---|------------|-----------|
| 1. Would you boast that your children never get themselves messy or dirty?  | _____      | _____     |
| 2. Is yours a really democratic household, with all members consulted when the decision will affect everyone?   | _____      | _____     |
| 3. Does your entertaining fit your house and your pocketbook?   | _____      | _____     |
| 4. Do you consider your possessions more important than your family?  | _____      | _____     |
| 5. Can you cope graciously with the appearance of a slightly grubby boy in play clothes when the house is immaculate, you're dressed to the teeth and important company is there? | _____      | _____     |
| 6. Do you think your best silver too good just for family use?  | _____      | _____     |
| 7. Is your motto "anything goes" when you eat in the kitchen?   | _____      | _____     |
| 8. Do you pick up constantly after your husband and children?   | _____      | _____     |
| 9. Would you leave a family construction project in a corner of the living room for days, if it needs to be finished or maybe just admired?                                       | _____      | _____     |
| 10. Do you plan household jobs so you can have daily "time that is yours" to read or pursue your hobby or muse or what not?   | _____      | _____     |



# Family Relations Newsletter



April, 1963

## North Carolina's Families

As we work in family relations with our adult and youth groups we need to keep in mind the families we are hoping to reach through the individual members who are in those groups.

When we talk about the North Carolina family, which one do we mean? The Cones and Iveys? The white collar workers, small businessmen, state workers like you and me? The small farmer or blue collar worker? Or do we mean the sharecropper and migrant? Remember, we don't lump families into distinct social classes, but rather each family is in a different spot along a continuum. We have different ideas about what the classes represent, too. One young lady said, "Ours is a typical middle class family - two cars and we eat steak twice a week." Is that typical of middle class in North Carolina? The term upper-middle and lower class used in the following comments are to be taken only loosely. But no matter where in the Socio-economic ladder each family is, there are some general trends which have effects on all of North Carolina's families, just in varying manner and degrees.

### 1. Urbanization and industrialization

In the U.S.A. only 10% is farm population. In N.C. we have 17.7% farm, 42.7% rural non farm, and 39.5% urban. Buncombe, Durham, and Mecklenburg Counties are more than 75% urban. There are 34 counties which are still completely rural. Caswell, Greene, Madison, and Stokes Counties are more than 50% rural farm population. As the state becomes urban, there is an increase in suburban development, too.

The rich families won't get much richer, but more large scale agricultural operators will move into the upper bracket. More women in the middle class will work outside the home as more white collar and professional positions open. The poor rural families are moving into town and getting lost in slum areas. It costs more to live in town. With automation there is less opportunity for creative work on the job, and there comes a need for more creative pursuits in leisure time.

There is a diminishing difference between farm family and urban family in spending patterns, tastes, and activities. The many reasons for this include mobility, mass media, consolidated schools, etc. It is said that we live in an affluent society, for it takes a smaller proportion of income for necessities of life. But N.C. is 45th in the nation in per capita income. The U.S.A.

median family income (an equal number of families make over this amount as under it) is \$5000. In N.C. the median income for whites is \$4585 and \$1992 for the non-white. One-half of our rural families make less than \$2300. Families in Mecklenburg are highest with \$5632 and Greene County is lowest with \$1451.

## 2. Education

As the State Fair theme indicated, Education Is the Key to Progress. In N.C. the total median level of formal education is 8.9 years (non-white - 7.8). There are 6.2% white college graduates and .6% non-white. North Carolina has more than 40 colleges and universities. But we still have more than 50% dropout in our schools. Of the children who enter first grade, about 47% stay to graduate from high school. Some reasons for dropout include poor health (physical and mental), low income (lack of clothing and money for school expenses), lack of goals, (the family members do not encourage formal education).

The family is the key to the problem and solution of dropout. This is where self-discipline and good study habits begin. It is very difficult for a child to achieve in school if his family does not give him emotional as well as financial support.

Dropouts become an economic problem. There is an increasing percentage of unemployed among youth age group. The dropout can't get a job, but he may marry. What is Extension's contribution to the dropout?

In middle and upper class families there is the pressure to go to college. Many middle class families are using the children's academic progress as a status stepping stone. But the middle class child needs a scholarship to get to the school which would bring status. With rising educational costs, even the financial nest egg saved for old age is not sufficient to support a child through college. With overcrowding of colleges, will the rich be able to buy the way into status schools for a child with low grades?

There will be more emphasis on education for adults in N.C. Will this be a boon or bane for the Extension Service? For families?

## 3. Mobility

During 1950 to 1960, 290,000 people left N.C.; The pattern varies by county, but generally it is the better educated young family who leaves. There is some mobility within the state. Those counties with military installations account for the most mobile ones, while others are more than 90% stable.

Mobility means isolation from relatives, with no built-in baby sitter and no family conscience over the shoulder. It leads to more heterogeneous mate selection, too.

Mobility in relation to transportation means that the individual family can do more in less time. Mother can attend a half a dozen meetings in one day, which was not true a generation ago. This fast pace has been suggested as a reason for more tension and mental breakdown. Transportation in rural areas is still a problem, since there is not enough population to support public systems. 21% of N.C.'s rural families do not have an automobile.

## 4. Social life

Social life relates to status. And status is more and more related to business. The trend is toward the professional upper middle class group. Industry



and business take more interest in the wife and her abilities as a social mixer. (They also study her interest in her husband's getting ahead). As the farm becomes more mechanized there is less contact with the wife. The business of the farm and the business of the farm home are becoming more distinct and unrelated.

There is more opportunity for social life outside the home. This is a concern to many rural families, who see this as a breakdown of family unity they have cherished in the past. The effects on the children include growing up faster and more social pressures.

## 5. Changing roles

The trend is toward more democratic family administration. But since this pattern is more difficult to achieve, families in general are more unstable. There are changing functions of the family, too. It is no longer just responsible for feeding, clothing, and sheltering its members, but more emphasis is being placed on the function of personality development.

The father has more roles to play and some men break under the burden. As one T.V. documentary recently reported, "consolidated Henry is tired". With the continuing merging of roles, some men feel that they are losing masculinity.

The mother, too, has many roles to play. In the process she forgets the role of being a person - Jane Jones. She does not take time for creative self-expression.

Children are assigned new roles. They are now an economic liability. Families have children for two reasons: no choice, they just came; and, as an affirmation of faith in life, for happiness. There is a trend for the middle and upper classes to have more children. (It's called keeping up with the Kennedys). There is more demand for birth control among the lower income group.

Parents have less opportunity to control their children's upbringing. As children move into the community at an earlier age, their contacts and experiences contribute both good and bad to their development. We are living in a child-centered culture, which has its greatest effect on adolescents. They are not given enough responsibility.

## 6. Religion

Church membership is increasing, but not in proportion to the increase in population. In some rural areas the church still is the center of community life. It is unfortunate that the rural ministers are the less well educated. In urban areas the church has traditionally had less influence on families. But as families move into suburban developments life revolves around the church again. There is still much conservative element in N.C. religious practices. In general the church is not keeping up with the times and is not meeting the family's needs.

## 7. Problems and prospects

The 1.6 in '66 Program is making strides in raising agricultural income. Home Economics Extension must continue to teach the families how to make the best use of the increase.

Families must be motivated to reduce dropout. The community (schools and agencies) must give their support to family's efforts.



We must soon face the urgency of the problem of illegitimacy. N.C. is 4th highest in the nation in illegitimacy rate. One birth in four is illegitimate. We hope that studies currently in progress in N.C. will give us some facts and guides with which to work.

We are on the verge of a breakthrough in the problem of mental illness. In N.C. there are 10,000 hospitalized mentally ill. But at no time in history has there been more hope for the future in prevention, treatment, and cure. We must work at the local level to get more help earlier and closer to home. This means local legislation to initiate mental health clinics in the county.

Check with your local ABC Board about money for rehabilitation of alcoholics. They are required by law to set aside a certain percent for this purpose.

Check with the Dept. of Public Instruction about services of a school psychologist.

Where are the children of the young mothers who are working? With the gradual increase of employed mothers, there will be an increasing need for counties to survey the existing facilities and plan for additional day care programs.

We are becoming more aware of the need for knowledge about interpersonal relationships. The place to begin is with ourselves.

The prospects are good. Remember, three out of four marriages do survive. Marriage is still the most successful business venture. We look forward to a longer and richer life at a higher level of living. And there is an increase in public and social agencies to help us when we fall into trouble. Success in family living is dependent not only upon one's ability to adjust in crisis, but also upon the ability to establish strong family relationships so that many of the detrimental crisis will not occur.

There is a great promise in the attitude and direction of the N.C. government, Extension Service, and the people. In its orbits through time North Carolina's families are changing for the better. Let us work together to continue this trend.

Prepared by:  
Frances Jordan  
Family Relations Specialist  
N.C. Agric. Extension Service

## The Family Life Cycle

Although each family is different in a variety of ways, there is a predictable sequential pattern through which families develop. This pattern may be considered in terms of from two stages (expanding and contracting) to as many as eight stages, which will be used here. (from Duvall, E.M., Family Development)

### Stages:

1. Beginning Families (married couples without children)
2. Childbearing Families (oldest child birth to 30 months)
3. Families with Preschool Children (oldest child 30 mo. to 6 yrs.)
4. Families with School Children (oldest child 6 yrs. - 13 yrs.)
5. Families with Teenagers (oldest child 13 - 20 yrs.)
6. Launching Families (first child gone to last child leaving home)
7. Middle aged Families (last child leaving home to retirement)
8. Aging Families (retirement to death of both spouses)

As the stages are described it must be kept in mind that in this cyclical concept, there is no beginning or end. There is a past and a future as well as the present for the family at each stage of the cycle. The demarcations are made on the basis of the age of the oldest child, and with the coming of additional children the family becomes multi-stage until all the children are launched.

### What do we know about Beginning Families?

- From 1/2 to 2/5 of beginning families are teenagers. There is some indication that the trend of early marriage is declining. (The much quoted report that 1/2 of all high school girls who marry are already pregnant was a study of only 60 girls in Iowa. We do not have data to substantiate any claim that the figure is typical for N.C.)
- The husband is usually 2 yrs. older than the wife. (1950 census)
- The divorce rate is considerably greater among the teenage married. (A reason is lack of vocational preparation sufficient to put marriage on sound economic basis.) Economic problems is the greatest single cause for divorce.)
- When is one mature enough to marry? (A scale recently developed for use with high school home economics students indicates the following:
  - good health habits
  - enjoys dating and group participation
  - high level of independence and self confidence
  - assumes responsibility readily
  - enjoys helping at home in variety of ways
  - helps with local community causes
  - well established beliefs about appropriate conduct and live in accord with these beliefs
  - ability to like and love other people, to express warmth and affection in family
  - wholesome and favorable attitude toward marriage and responsible sexual and social activities involved
  - ability to face reality
  - ability to make independent decisions
  - feeling of good will, no chip on shoulder

- happy most of time
- accept others as they are, appreciate their right to develop own life
- adjust to people and work and play in harmony, if not agreement (all age groups)
- see other people's points of view and respect their rights to views
- ability to maintain family cooperation
- enjoy family activities
- ability to graciously receive friends and other guests in home
- interest in money management
- interest in family financial security
- desire for family and children of own

How can we help beginning families to make up for shortcomings in maturity?

- The chief task is changing ME to WE. It involves getting to know more about mate, compromising some differences, accommodating others, changing some within self. (differences in tastes, values, habits, etc., regarding housing, furnishings, foods, clothing, hobbies, leisure activities, other areas of living). New patterns remain set usually through cycle.
- The couple usually expect mate to assume same roles as their own parent or sibling of the same sex. (who cuts grass, empties garbage, maintains upkeep of car, arises first, cooks breakfast, etc.) Many role patterns which are set at this stage remain so throughout the life cycle.
- His mother is most likely to cause in-law problems, then her mother, siblings, other relatives, her father, and his father, in that order. (Pick out a lady you like, then marry her son.)
- There is a tendency to marry someone who satisfies some of your particular shortcomings. This seems apparent in relation to beginning families' of adjustment. Dominance-submission, either matriarchal or patriarchal, may be a satisfactory arrangement for well-matched neurotics. Other patterns are negative adjustment-agreeing to disagree; conflict-constant arguing without solution; and cooperation-mutually deciding. The particular pattern of the couple with whom the agent is working has a great effect on her approach and success in educating for changed practices.
- There is usually a strong desire on the part of beginning couples to be accepted into the community as married and able to assume responsibilities. This is a group from which we could solicit lay leaders.
- Beginning families are usually socially oriented. Interested in entertaining and its relation to housing, furnishings, clothing, foods, activities, etc. Adjustment of differences in background and attitudes about all of above need to be reconciled.
- Beginning families need to examine values and goals in an effort to mutually agree on long term family goals. It is recognized that these may change in time because of circumstances.
- Beginning families need to know the available local sources of help before they are needed. Is that something the home agents can do?



- In the beginning stage, the couple prepare for the coming of children. This involves changes in housing, clothing, foods, roles, finances, management, sometimes interests.
- It is said that couples marry for happiness. The degree of success which the beginning family has depends upon the realistic expectations of each of the couple. Studies indicate that a majority of families do not achieve 100% adjustment in any area of marriage during the beginning stage of the life cycle.
- Some other decisions beginning families have to make are:
  - Where to live? To rent, buy, or build?
  - How to obtain and care for furnishings.
  - Storage of wedding gifts
  - How to move household goods
  - How to set up a workable financial management plan
  - Whether and when to have children
  - Ways to continue avenues of individual creative expression while striving for an integrative marriage relationship.

#### What do we know about Childbearing Families?

- Most all of life during this stage revolves around the child, his schedule and the changes his coming has created.
- Parenthood is romanticized even more than marriage. The addition of a family member by birth creates a "crisis" just as the subtraction by death. The degree to which this "crisis" of the coming of a child disrupts the family depends to a large extent upon the acceptance of the parental role. Two young men have described it thus:

"The idea of being a parent is too great for me to understand. It is no fun to get out of bed at three o'clock to walk a crying baby. A little baby will certainly hurt your social life. Then there is the financial side of the problem. The expenses of having the baby are huge. In short, there are too many sacrifices to make parenthood seem desirable."

"Even though parenthood has been one of my marital goals from the beginning, my attitudes are sharpened with the knowledge that my wife is expecting. I will have a chance to work more closely with my wife in the project of raising and educating another human being which seems as though it would be a very challenging and possibly rewarding thing."
- Child-proofing the house must begin when the child first leaves the crib and play pen, and housing must be adapted to fit the play needs of the toddler.
- The average cost for doctor and hospital services during pregnancy and child-birth is from \$200 to \$500. It costs approximately three times a man's yearly salary to rear a child from birth to 18 years.
- Consumer education needed during this stage includes such matters as:
  - What to do with the maternity clothes
  - Whether to buy diapers and a washing machine or use diaper service
  - Whether to buy canned baby food or buy a blender and use table food
  - Which items of baby equipment are really needed (stroller, baby carriage, bathinette, high chair, etc.). How to obtain necessary items.
  - How to get the best babysitter for the least money

- Studies indicate that the childbearing stage is the one which gives the least marital satisfaction.. There is reason to believe that the cause of this is the lack of communication between husband and wife while they are too busy being father and mother. Another reason may be the constant physical tiredness of both of the couple during the infant period. At a time when they can least afford it, the couple need more than ever to have time together for leisure activities. A third reason may be the mother's preoccupation with the baby and her lack of interest in the role of wife.
- Re-vamping of the couple's plan for home management should take into consideration these questions:
  - How can the father have more opportunities to enjoy the child as well as assume some chore responsibilities?
  - Which is more important to the couple - time, energy, or money?
  - How to manage time for more rest and self-expression?
- Although the old jokes say that mothers-in-law interfere, the recent study by Sperry and Garner at WCUNC showed that rural N.C. mothers with young children get information about physical care from the physician and most all other information about childrearing from her mother or his.
- For some couples the coming of a child brings new meaning and purpose in life. For other couples the coming of an unwanted child means the thwarting of a family or personal goal. At this stage they need to re-evaluate their family goals.

#### What do we know about Families with Preschoolers?

- Preschooler is ritualistic and likes routine. In family living this involves:
  - a scheduled time for meals.
  - a set pattern for eating, sleeping, toileting, dressing, etc.
  - the beginning of many family traditions which continue through the life cycle.
  - helping the child establish good habits which he will keep through life.
- The preschooler likes active play. This means the family must provide:
  - play equipment, play space, and equipment storage.
  - supervision of play.
  - clothes which can stand hard wear and dirt.
  - food for energy and a growing body.
  - a quiet spot for other family members.
  - a home free of safety hazards.
- Preschoolers are social creatures. They like:
  - conversation with other family members, which usually begins with the word "Why".
  - play with other children their own age, which is difficult for isolated families to provide.
  - to be the center of attention at the mealtime, which is not always pleasant for other family members.
  - to participate in all social functions which other family members have, which is not always practical.

- Preschooler is an imitator. This is both an asset and a liability for the family. He will:
  - imitate parental roles and thus learn masculinity and femininity.
  - imitate good examples of others and learn appropriate habits, manners, values, etc.
  - imitate bad examples of others and thus embarrass family members at times.
- Parents of preschoolers have a difficult time when:
  - they disagree about patterns of childrearing. Studies indicate extremes of laxity and strictness may be easier for a child to take than parental inconsistency.
  - they do not appreciate their privilege and responsibility in the molding of the preschooler's personality.
  - they do not take the time or effort to give each other emotional support, which is needed before it can be bestowed on the child.
  - they do not get sufficient physical and mental rest, and privacy.
- The preschooler needs:
  - discipline which is firm and consistent and which has self-discipline as its goal.
  - gradual opportunities to make decisions and grow in independence.
  - a beginning experience with money.
- The family with a preschooler generally finds this stage to be the most "frustrating and fascinating" of all stages.

#### What do we know about Families with School Children?

- Having a child in school means that the family needs to provide:
  - a place to study.
  - clothes to wear to school which are acceptable to the peer group.
  - money for school fees. (A recent news article indicated these may vary from 50¢ to \$50 in N.C. schools)
  - encouragement and praise for child's efforts.
  - interest in and support of school's efforts.
- School children like:
  - pets, which can either teach responsibility-or burden parents.
  - a special chum of same sex.
  - a gang of same sex, members of which may change from day to day.
  - space indoors and outdoors to play with gang.
  - to giggle and be silly, which sometimes annoys other family members.
- Food is important to school children:
  - as an after school snack.
  - at a party
  - as a family gathering time for meals.
  - when they can help to prepare it.
- School children want clothes that will:
  - now show dirt or tear easily and upset mother.
  - look somewhat like those of the gang.
  - be easy to hang up so mother won't nag.



- School children need an allowance and some guided experience in spending money for necessities as well as pleasures. They need a saving plan.
- School children like to make things to:
  - learn how to do it.
  - collect them.
  - express their own ideas.
  - get praise for accomplishments.
- Other responsibilities of parents at this stage are:
  - pair relationship with child in work and play activities to strengthen masculine - feminine role image.
  - choosing those community activities which fit family goals, pocketbook, talents, and time.
  - strengthening child's understanding of values as they relate to all areas of family living.
  - guiding child's continuing development in sex education.
  - accepting the child they have - his uniqueness and talents.

Note: The last four stages in the family life cycle will be discussed in the next Newsletter.

Prepared by:  
Frances Jordan  
Family Relations Specialist  
N. C. Agric. Extension Service

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Although each family is different in a variety of ways, there is a predictable sequential pattern through which families develop. This pattern may be considered in terms of from two stages (expanding and contracting) to as many as eight stages, which will be used here. (from Duvall, E.M., Family Development)

### Stages:

1. Beginning Families (married couples without children)
2. Childbearing Families (oldest child birth to 30 months)
3. Families with Preschool Children (oldest child 30 mo. to 6 yrs.)
4. Families with School Children (oldest child 6 yrs. - 13 yrs.)
5. Families with Teenagers (oldest child 13 - 20 yrs.)
6. Launching Families (first child gone to last child leaving home)
7. Middle aged Families (last child leaving home to retirement)
8. Aging Families (retirement to death of both spouses)

As the stages are described it must be kept in mind that in this cyclical concept, there is no beginning or end. There is a past and a future as well as the present for the family at each stage of the cycle. The demarcations are made on the basis of the age of the oldest child, and with the coming of additional children the family becomes multi-stage until all the children are launched.

### What do we know about Beginning Families?

- From 1/2 to 2/5 of beginning families are teenagers. There is some indication that the trend of early marriage is declining. (The much quoted report that 1/2 of all high school girls who marry are already pregnant was a study of only 60 girls in Iowa. We do not have data to substantiate any claim that the figure is typical for N.C.)
- The husband is usually 2 yrs. older than the wife. (1950 census)
- The divorce rate is considerably greater among the teenage married. (A reason is lack of vocational preparation sufficient to put marriage on sound economic basis.) Economic problems is the greatest single cause for divorce.)
- When is one mature enough to marry? (A scale recently developed for use with high school home economics students indicates the following:
  - good health habits
  - enjoys dating and group participation
  - high level of independence and self confidence
  - assumes responsibility readily
  - enjoys helping at home in variety of ways
  - helps with local community causes
  - well established beliefs about appropriate conduct and live in accord with these beliefs
  - ability to like and love other people, to express warmth and affection in family
  - wholesome and favorable attitude toward marriage and responsible sexual and social activities involved
  - ability to face reality
  - ability to make independent decisions
  - feeling of good will, no chip on shoulder

- happy most of time
- accept others as they are, appreciate their right to develop own life
- adjust to people and work and play in harmony, if not agreement (all age groups)
- see other people's points of view and respect their rights to views
- ability to maintain family cooperation
- enjoy family activities
- ability to graciously receive friends and other guests in home
- interest in money management
- interest in family financial security
- desire for family and children of own

How can we help beginning families to make up for shortcomings in maturity?

- The chief task is changing ME to WE. It involves getting to know more about mate, compromising some differences, accommodating others, changing some within self. (differences in tastes, values, habits, etc., regarding housing, furnishings, foods, clothing, hobbies, leisure activities, other areas of living). New patterns remain set usually through cycle.
- The couple usually expect mate to assume same roles as their own parent or sibling of the same sex. (who cuts grass, empties garbage, maintains upkeep of car, arises first, cooks breakfast, etc.) Many role patterns which are set at this stage remain so throughout the life cycle.
- His mother is most likely to cause in-law problems, then her mother, siblings, other relatives, her father, and his father, in that order. (Pick out a lady you like, then marry her son.)
- There is a tendency to marry someone who satisfies some of your particular shortcomings. This seems apparent in relation to beginning families' of adjustment. Dominance-submission, either matriarchal or patriarchal, may be a satisfactory arrangement for well-matched neurotics. Other patterns are negative adjustment-agreeing to disagree; conflict-constant arguing without solution; and cooperation-mutually deciding. The particular pattern of the couple with whom the agent is working has a great effect on her approach and success in educating for changed practices.
- There is usually a strong desire on the part of beginning couples to be accepted into the community as married and able to assume responsibilities. This is a group from which we could solicit lay leaders.
- Beginning families are usually socially oriented. Interested in entertaining and its relation to housing, furnishings, clothing, foods, activities, etc. Adjustment of differences in background and attitudes about all of above need to be reconciled.
- Beginning families need to examine values and goals in an effort to mutually agree on long term family goals. It is recognized that these may change in time because of circumstances.
- Beginning families need to know the available local sources of help before they are needed. Is that something the home agents can do?



- In the beginning stage, the couple prepare for the coming of children. This involves changes in housing, clothing, foods, roles, finances, management, sometimes interests.
- It is said that couples marry for happiness. The degree of success which the beginning family has depends upon the realistic expectations of each of the couple. Studies indicate that a majority of families do not achieve 100% adjustment in any area of marriage during the beginning stage of the life cycle.
- Some other decisions beginning families have to make are:
  - Where to live? To rent, buy, or build?
  - How to obtain and care for furnishings.
  - Storage of wedding gifts
  - How to move household goods
  - How to set up a workable financial management plan
  - Whether and when to have children
  - Ways to continue avenues of individual creative expression while striving for an integrative marriage relationship.

#### What do we know about Childbearing Families?

- Most all of life during this stage revolves around the child, his schedule and the changes his coming has created.
- Parenthood is romanticized even more than marriage. The addition of a family member by birth creates a "crisis" just as the subtraction by death. The degree to which this "crisis" of the coming of a child disrupts the family depends to a large extent upon the acceptance of the parental role. Two young men have described it thus:
  - "The idea of being a parent is too great for me to understand. It is no fun to get out of bed at three o'clock to walk a crying baby. A little baby will certainly hurt your social life. Then there is the financial side of the problem. The expenses of having the baby are huge. In short, there are too many sacrifices to make parenthood seem desirable."
  - "Even though parenthood has been one of my marital goals from the beginning, my attitudes are sharpened with the knowledge that my wife is expecting. I will have a chance to work more closely with my wife in the project of raising and educating another human being which seems as though it would be a very challenging and possibly rewarding thing."
- Child-proofing the house must begin when the child first leaves the crib and play pen, and housing must be adapted to fit the play needs of the toddler.
- The average cost for doctor and hospital services during pregnancy and childbirth is from \$200 to \$500. It costs approximately three times a man's yearly salary to rear a child from birth to 18 years.
- Consumer education needed during this stage includes such matters as:
  - What to do with the maternity clothes
  - Whether to buy diapers and a washing machine or use diaper service
  - Whether to buy canned baby food or buy a blender and use table food
  - Which items of baby equipment are really needed (stroller, baby carriage, bathinette, high chair, etc.). How to obtain necessary items.
  - How to get the best babysitter for the least money

- Studies indicate that the childbearing stage is the one which gives the least marital satisfaction.. There is reason to believe that the cause of this is the lack of communication between husband and wife while they are too busy being father and mother. Another reason may be the constant physical tiredness of both of the couple during the infant period. At a time when they can least afford it, the couple need more than ever to have time together for leisure activities. A third reason may be the mother's preoccupation with the baby and her lack of interest in the role of wife.
- Re-vamping of the couple's plan for home management should take into consideration these questions:
  - How can the father have more opportunities to enjoy the child as well as assume some chore responsibilities?
  - Which is more important to the couple - time, energy, or money?
  - How to manage time for more rest and self-expression?
- Although the old jokes say that mothers-in-law interfere, the recent study by Sperry and Garner at WCUNC showed that rural N.C. mothers with young children get information about physical care from the physician and most all other information about childrearing from her mother or his.
- For some couples the coming of a child brings new meaning and purpose in life. For other couples the coming of an unwanted child means the thwarting of a family or personal goal. At this stage they need to re-evaluate their family goals.

#### What do we know about Families with Preschoolers?

- Preschooler is ritualistic and likes routine. In family living this involves:
  - a scheduled time for meals.
  - a set pattern for eating, sleeping, toileting, dressing, etc.
  - the beginning of many family traditions which continue through the life cycle.
  - helping the child establish good habits which he will keep through life.
- The preschooler likes active play. This means the family must provide:
  - play equipment, play space, and equipment storage.
  - supervision of play.
  - clothes which can stand hard wear and dirt.
  - food for energy and a growing body.
  - a quiet spot for other family members.
  - a home free of safety hazards.
- Preschoolers are social creatures. They like:
  - conversation with other family members, which usually begins with the word "Why".
  - play with other children their own age, which is difficult for isolated families to provide.
  - to be the center of attention at the mealtime, which is not always pleasant for other family members.
  - to participate in all social functions which other family members have, which is not always practical.

- Preschooler is an imitator. This is both an asset and a liability for the family. He will:
  - imitate parental roles and thus learn masculinity and femininity.
  - imitate good examples of others and learn appropriate habits, manners, values, etc.
  - imitate bad examples of others and thus embarrass family members at times.
- Parents of preschoolers have a difficult time when:
  - they disagree about patterns of childrearing. Studies indicate extremes of laxity and strictness may be easier for a child to take than parental inconsistency.
  - they do not appreciate their privilege and responsibility in the molding of the preschooler's personality.
  - they do not take the time or effort to give each other emotional support, which is needed before it can be bestowed on the child.
  - they do not get sufficient physical and mental rest, and privacy.
- The preschooler needs:
  - discipline which is firm and consistent and which has self-discipline as its goal.
  - gradual opportunities to make decisions and grow in independence.
  - a beginning experience with money.
- The family with a preschooler generally finds this stage to be the most "frustrating and fascinating" of all stages.

#### What do we know about Families with School Children?

- Having a child in school means that the family needs to provide:
  - a place to study.
  - clothes to wear to school which are acceptable to the peer group.
  - money for school fees. (A recent news article indicated these may vary from 50¢ to \$50 in N.C. schools)
  - encouragement and praise for child's efforts.
  - interest in and support of school's efforts.
- School children like:
  - pets, which can either teach responsibility-or burden parents.
  - a special chum of same sex.
  - a gang of same sex, members of which may change from day to day.
  - space indoors and outdoors to play with gang.
  - to giggle and be silly, which sometimes annoys other family members.
- Food is important to school children:
  - as an after school snack.
  - at a party
  - as a family gathering time for meals.
  - when they can help to prepare it.
- School children want clothes that will:
  - not show dirt or tear easily and upset mother.
  - look somewhat like those of the gang.
  - be easy to hang up so mother won't nag.

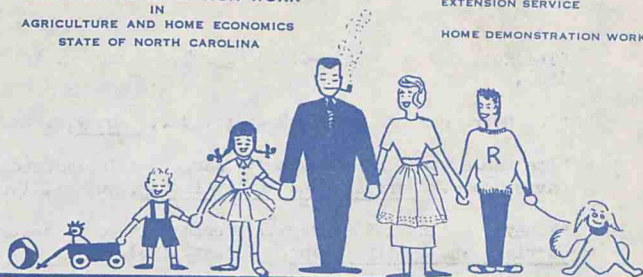


- School children need an allowance and some guided experience in spending money for necessities as well as pleasures. They need a saving plan.
- School children like to make things to:
  - learn how to do it.
  - collect them.
  - express their own ideas.
  - get praise for accomplishments.
- Other responsibilities of parents at this stage are:
  - pair relationship with child in work and play activities to strengthen masculine - feminine role image.
  - choosing those community activities which fit family goals, pocketbook, talents, and time.
  - strengthening child's understanding of values as they relate to all areas of family living.
  - guiding child's continuing development in sex education.
  - accepting the child they have - his uniqueness and talents.

Note: The last four stages in the family life cycle will be discussed in the next Newsletter.

Prepared by:  
Frances Jordan  
Family Relations Specialist  
N. C. Agric. Extension Service

# FAMILY LIFE NOTES



October, 1963

## Coming Events

- October 20 - 22, 1963 Southeastern Council on Family Relations, Hillsboro Hotel, Tampa, Florida. Theme: Strengthening Communication Within the Family. Speakers: Dr. Blaine Porter, President of National Council on Family Relations and Dr. John Hudson, Merrill-Palmer Institute.
- October 27 - 29, 1963 North Carolina Family Life Council, Robert E. Lee Hotel, Winston Salem, N. C. Theme: Adolescents in American Society in the 1960's. Speakers: Dr. Dale Harris, Pennsylvania State University and Dr. Helen Buchanan, University of Tennessee.
- Oct. 30 - Nov. 2, 1963 North Carolina Home Economics Association, Jack Tar Durham Hotel, Durham, N. C. Theme: The Homemaker - Excellence or Mediocrity. Speakers: Dr. Helen Hurd, Rutgers University and Miss June Bricker, Executive Secretary of AHEA.
- November 11 - 15, 1963 Family Relations Training Conference for Eastern, Southeastern and Western Districts.
- November 18 - 22, 1963 Family Relations Training Conference for Southwestern, Northwestern and Northeastern Districts.
- December 2 - 6, 1963 Family Relations Training Conference for Northeastern, Southeastern and Western Negro Districts.

## Have You Read?

"Relation of Handicapping Conditions to Family Relationships", Ruth H. Jewson, Journal of Home Economics, October, 1963.

"Serving the Needs of Families in Public Housing Developments", Madeline C. Hodge, Journal of Home Economics, October, 1963.

"One Cup of Sugar: Home Economics and Migrant Families", Leone Kell and Beth Alsop, Journal of Home Economics, October, 1963.

"The Role of the Middle-Class Negro", Whitney M. Young, Jr., Ebony, September, 1963.

"The Negro Woman" Lerone Bennett, Jr., Ebony, September, 1963.

"The Adolescent as a Consumer: Facts and Implications", Kathryn Powell and David Gover. Marriage and Family Living, August, 1963

"Money: An Index to Personal Problems in Adolescents", Frances Lomas Feldman, Marriage and Family Living, August, 1963.

**Enclosures:**

Report of the Annual Conference of the National Council on Family Relations, Denver, August 20 - 23, 1963.

The Specialist as Consultant in Helping Agents Reach New Audiences - Paper presented at the National Training Conference on Extension Education in Family Life, Detroit, September 8 - 13, 1963.



Report of the Annual Meeting of the National Council on Family Relations  
August 21 - 23, 1963, Denver, Colorado

Conference Theme! The American Family and NCFR - Retrospect and Prospect

Keynote Address: "American Families and NCFR Since 1938", Evelyn M. Duvall, author, lecturer, counselor, Chicago (excerpted by Maudred Morris)

The silver anniversary of the National Council on Family Relations gave its members an opportunity to take a look at the American family and the national council in retrospect and prospect.

Dr. Evelyn Duvall of the University of Chicago, reminded the group that American families and the national council have gone through a great deal in the past 25 years.

"They survived the great depression and wars," declared Dr. Duvall. "With little help from the outside, they emerged from the crises that have shaken them with greater strength.

"With the fifties came more affluence than most American families had known before, but the price came high. Pressures upon husbands to get ahead, upon wives to conform to family patterns being established around them, upon families to climb the ladder of success, and to move out to the suburbs where the air was sweet and commuting a daily struggle, all combined to put new strains on the ties that bind.

"But families have not given up as some predicted, but today are valued at the core of the culture by scholars and family members alike. Men, women and children interact more fully in their lives together in the modern family than ever before was possible. The emphasis today on personal development and happiness from every member of the family has resulted in greater expectation of fulfillment in families than ever before."

Dr. Duvall says the national council has shown its concern for the families of the future and the youth of today in repeated pleas for family life education. She says that this is the time to raise pertinent questions concerning family life education.

"Expecting a great deal, young people get married today in larger numbers and at younger ages than has been true in this country," emphasized Dr. Duvall. "They grow up fast and are plunged into complex social situations contrived by amateur efforts and commercial interests long before they are fully aware of their implications. Their questions about themselves and each other, about love and marriage are far more frank than many adults find comfortable.

What about family life education today? How well are classes in family life education at the various age and grade levels accepted? What kind of teachers do the best job?

Dr. Duvall says it is suggested that some concerted effort be made to put family life into focus on the wide screen of official action. "Specifically, A United States Department of Family Life with its Secretary a member of the President's cabinet, is proposed," she said. "Its function would be to represent America's families in the many decisions that are made by the government that directly and indirectly affect them."

Dr. Duvall declared, "Opportunities for service to American families are many today--awaiting only the vision and commitment that such an interdisciplinary organization as the National Council on Family Relations may one day give."

Keynote Address: "The American Family of the Future", Reuben Hill, Family Study Center, University of Minnesota (excerpted by by Mairdred Morris)

The American family may not be going to the dogs after all. At least, this is the encouraging word from sociologist Dr. Reuben Hill, University of Minnesota.

Dr. Hill was asked by the National Council on Family Relations to outline the American family of the future.

He checked with family researchers all over the world, and then declared, "My view is less one of despair about the contemporary family and more one of admiration and respect."

Dr. Hill was most impressed with the family's "flexibility, resilience, capacity for survival, and growth in such varied social and cultural settings."

In fact, Dr. Hill found the family to be the most flourishing institution in much of the world.

At present, he says, trends indicate that a higher proportion of the population will be married; people will marry at a younger age, families will be larger (between three and four children), separation, divorce, and remarriage will be higher. But this does not necessarily mean that the trends will continue in this direction. These predictions are tied to the economic climate of prosperity and will vary according to the state of the economy.

He says that fewer families are today father-centered in decision making. A recent survey of several thousand families in Ohio and North Carolina revealed that about 50 percent of the families work out decisions together.

Dr. Hill says changes have been steadily taking place in the last few generations. There has been an upgrading in education. No longer is the wife likely to be the more educated and literate member of the family, as she once was. In average years of schooling completed each generation surpasses the other.

"Their rate of advancement in their chosen profession is faster than their parents," adds Dr. Hill. "More wives work outside the home and as a result the double incomes make a difference in the level of living."

Based on achievements during the first ten years of marriage, the young couples now rate in home ownership (80 percent of home owners) where their parents did after 20 years of marriage. In accumulation of durable goods, they are where the parents were after 35 years of marriage.

"The inventions of time savers has not necessarily resulted in more leisure time for the homemaker but has rather increased the family's level of living," Dr. Hill added. "Time fillers such as television and hi-fi have come along to take up the small amount of time they do save."

Dr. Hill says there are many proposals which he would like to see perpetuated in families of the future.

1. The mate selector machinery should be reorganized to encourage couples of reasonably similar background to meet and be tested for compatibility through a prolonged courtship and engagement.

2. Premarital sex relations should be no more intimate than the consciences of the couple can tolerate and the courting relation can sustain psychologically.

3. Premarital examinations, counseling and education should help prepare the couple for marriage, postponing and returning to circulation the unready.

4. The objectives of marriage should include the continued matching and stimulating of companionship, mutual understanding, common interests and joint activities, as well as build a system of planning and problem solving.



5. Family objectives should include "family size control, physical maintenance, socialization, gratification of emotional needs and providing the motivation and morale necessary for the stimulation and development of personality potentials of all its members.

Dr. Hill concludes by saying, "To attain this high plane of family achievement an effective group organization must be built, and a competent family leadership must be trained."

Keynote Address: "Charting the Future Course of the American Family and NCFR".  
Jessie Bernard, Pennsylvania State University.

NCFR is not an action or pressure group nor a professional association; we are a council, advisory, learning and studying. We are National and must learn from one another, enlarging the scope. We are concerned with family relations, which means the impact of family on society as well as of society on family.

An organizational asset is our three-pronged orientation. Teachers must be scouts looking for trouble, must convey knowledge to consumers, including adults. Counselors must keep sending out the SOS to remind us of the problems. Researchers must have fresh innovative ideas.

NCFR members lack consensus in opinions regarding premarital virginity and the function of conflict in marriage. Discontinuities include the matter of individual versus family and premarital and postmarital stages. There is an increased emphasis on companionship in marriage. This is still a luxury item but increasingly it will become a standard requirement for a good marriage. Can it be taught or learned? Mate selection is another area of increasing interest. Should we seek to capture it?

Have we oversold marriage? What about marriage idolatry and the sexuality of woman? What about the stigma attached to the unmarried woman? Have we oversold children? Is there idolatry of reproduction?

There is an increasing research interest in better family functioning. What should be done when the family is not performing its functions? Homemaker services? Something between adoption and foster home? Better use of the corps idea?

The great "developmental task" of the next 25 years will be acculturation of the Negro. Much of our research is not useful for the Negro family (e.g., research on authority structure). We must integrate family life councils at local and national levels and encourage organization of councils for Negroes interested in family life.

Values will be the perennial problem. We cannot escape the discussion of values. We will have to continue to struggle with it in the next 25 and 100 years as in the last 25.

Presidential Address: "The American Family and Time", Wallace Fulton

Man has always been concerned about time. Our major concern lies with time as a phenomenon in social science, and in particular, as a resource for individual and family use. In this era of super highways, TV dinners, instant flaking action for quick pain relief, no-iron men's shirts, automatic ovens and washers and dryers, a shorter work week and longer lives, nobody has any time. It is simple enough to dismiss this paradox by noting that we are busy people with many demands on our time. But taking note of just the stir of our life fails to get at the central issue--how we choose to use time.



Friess in his *The Psychology of Time*, has suggested that all of our actions take place in a temporal perspective. Factors such as age, education, social position, and also temperament and mental structure, have their part to play and "shape our attitude toward the requirements of time. It is through living with others that we suffer from postponements forced on the fulfillment of our desires. When we submit to time it means for all practical purposes that we accept the time of others."

Here is the crux of the time story: learning to appreciate the major consequences of the time choices we make. This the positives and negatives of time choice. The value seems to be judged in terms of its use. Therefore it is imperative that we learn more about man's use of time in order to meet more realistically our educational and counseling responsibilities in the family life field.

Let's now take a look at some of the dimensions of family time choice. There is ample evidence that families fail to consider time factors in depth prior to making choices. Take selecting a place to live as an example. Many people select a house or apartment without realizing the inevitabilities of the choices they have made about living. In order to provide his family with "a decent place to live", to raise his children behind a velvet curtain as Mildred Morgan says, the man of the dream house agrees to sacrifice a portion of his day, in commuting. He makes a time choice, based just on the time it will now take him to get to work and get home again at night. He realizes that his commuting will cause him to lose time with his family. But that "decent place to live" is his target. In many cases, he fails to realize that his commuting--his time choice--in all likelihood will separate him socially from his office or factory colleagues. His immediate home neighborhood and the contacts in the community his wife will make will condition his circle of friends. His time choice means that he has accepted the time choices of others--with consequences far more profound than merely additional commuting time.

Back at the dream house, wives and mothers are caught up in their own special time problem. Special--because they are constantly being told how fortunate they are to have so many labor-saving devices their mothers never had. They may have the equipment, but they don't have time, partly because that equipment is time-consuming when operating and especially when they are not and require waiting for the repairman. Also, little notice has been taken of the new responsibilities of the contemporary housewife. A list of her many roles does not take into account yet another time problem, that of intrusion of the technical age, a modern household being dominated by schedules of every member of the family. Buses, schools, commuter trains interfering with the quiet breakfast gathering of the family.

Like their parents, children are subject to time pressures. A major change is the growing phenomenon of academic competition, getting down into the lower elementary grades--apparently because it appears we are viewing a college education almost universally as a necessity. In addition to being encouraged to spend a considerable amount of time outside school on homework and extra study, children have the cultural pressures to take in museums, concerts, plays, private art lessons and music lessons. All of these reduce the amount of outside "just-with-the-kids" kind of time. The talented child often presents special time considerations. All-out efforts are made for nurture of his talents even if it cuts down on family time together.

These few highlights of family time choice make it evident that all members of the family are both the creators and the victims of time pressure. But these highlights dealt largely with "committed" time, things we have to do. But all of us have a varying amount of "uncommitted" time each week which we can use--to a limited extent--as we individually wish.

The things many Americans now want cost money. Money costs work. Work costs time. And this may well explain the reason many workers use their free time to hold a second job, to acquire greater consuming power.

Others are using their uncommitted time to return to hand crafts and the fine arts - perhaps for reason of greater significance. It might be that people need to be creative--that they experience an innate, wordless, deep-felt need to halt the rush of time by exerting the privilege of creativity -- to create something to remain constant, unchanging. As the creator changes, the creation persists, to memorialize a feeling in a given moment of time. Creativity, then, serves as a sort of rebuttal of time pressure, and of what time destroys.

Still others are using their uncommitted time to turn to community service. Volunteer activity may very well serve as a substitute source of satisfaction and power. "Time is Money" may be the universal in business, but in community service time is power. And, in part, because of the satisfaction and power coming from community service, people are often willing to give large amounts of time. They will do so, even if it means -- as it does --that family time will suffer. Some would argue that community service is something we really don't have a choice about. It is imperative that we help families accept the fact that they live within a larger framework, that they give up time to help produce a great age, as we must, or see the collapse of the upward striving of mankind.

In terms of time choice and citizenship, there is a reason for optimism. There is heartening increased concern of man for his fellow man. Never has the world seen so much interest in the underprivileged, the diseased, and poverty-stricken people of the world. In seeking to become worthy of the respect of mankind, the citizen-parent can also hope to become worthy of the respect of his children.

Here is the major challenge of family time choice. It is our challenge as well -- to help parents and children to exercise their option of choice with time for the kind of tomorrow they want.

#### Section Meetings:

"Current Problem Situations of Socially and Economically Deprived Families", Catherine Chilman, Children's Bureau, Washington, D. C.

We are becoming a two-class society - the advantaged and the disadvantaged. The disadvantaged make up one-fifth to two-fifths of our present society. One-fifth of our white population and one-half our non-white population have a family income below \$3,000, which is the minimum subsistence level. These families have 20 million children. They have inadequate education, medical care, or recreational opportunities. Thus 7% of our white population and 25% of our non-white families live a life of acute desperation.

Some related problems include the absence of a male head of the family, declining job opportunities in rural communities, and the high proportion of school dropouts.

It is predicted that the youth population will grow 47% between 1960 and 1970. What will be the effects and relation to early marriage trends?

We must also consider the effects of group contagion when low socio-economic-status families are housed together. But relocation, as to a housing project, becomes a threat to the individual family.

We must not forget the cultural maladapted deprivation suffered by migrant families. We must remember that they have a rich humor of their own and some other desirable traits. As one put it, "I wear life like a loose garment."



Each person reacts with his culture as a separate individual. In our society there are different values and cultures. Do we have the right or desire to force middle class on others?

Low-socio-economic-status families want a better life for their children, but they consider their dreams to be hopeless. They need to feel that they have a chance. They need medical care, better nutrition, education which takes into account individual differences, more cultural experiences, etc. More members of this group could rise above it than do. There seems to be a new trend. The lower class are saying we won't have it this way.

"Ongoing Programs in Parent and Family Life Education with Low-Income Families",  
Freda Kehm, Assoc. for Family Living, Chicago.

As a result of working with a group of Negro families in a settlement house near public housing, the following suggestions are made:

- It is important to reach the woman, which can be done through home economics fields.
- The program time and schedule should be adjusted to the preferences of the group. The center stayed open day and evening until some pattern of visitation was established.
- The woman first needs mothering herself. She needs affectional support. She needs friends. Individual problems once expressed could be overcome.
- One must show rather than tell this group.
- Women want help with everyday problems, like shopping, etc. They need help with grooming, hygiene, sex, manners, dating, and marriage.
- The group set their own standards and get group support to help uphold them.
- Family life education must precede effective casework.
- It is important to help the women meet the financial needs of their families.

"A Domestic Relations Judge Looks at the Divorce Epidemic", Judge Sherman Finesilver, Denver.

- Judges have to be optimistic. They are called upon to provide ground rules for many unhappy people.
- Marriage is too easy. People don't know the ramifications of marriage and parenthood. Field trips should be provided for young people to visit the courts, etc., to stimulate thinking about the dark side of marriage.
- The two greatest problems seem to be youth and economics.
- We need education for roles, not education for happiness.
- Marriage can be the crucible in which to become more myself.
- What about contraceptives for the premarital group? Young people need not only sex information but training in character and responsibility.

"Counseling the College Student's Marriage," Dale Womble, Ohio University.

- Most college couples plan for their babies, but the unplanned ones are generally traumatic experiences. Both groups need child rearing education. Sex is seldom the problem.
- A greater problem seems to be lack of recreation. They have little to spend and the campus activities are geared to dating stage.
- A normal individual has a difficult time getting along, and immaturity makes it harder. We need to help them to grow up.



- Campus couples work hard to avoid admitting they are having marital difficulties. The therapy suggested is to assure them discord can be a healthy sign. "Learn to disagree agreeably." Problems come when they do not face issues at the time. Sometimes it is too late "after that degree".
- Does the patient define the problem in a way he expects the counselors' role or orientation is? For example, does the home economist hear about budget problems, the physician about sex, and marriage counselor about alcohol, in-laws, etc?

"The Neuroticism of Goodness", Donald Taylor, Southern Illinois University

- In a marriage relationship love is sometimes equated with goodness. Other times goodness is made a prerequisite for love. We see evidence of this in the comments of counselors. One marriage partner will complain thus: "This love, honor, and obey stuff has almost ruined me." "Too much of a good thing." "Good for goodness sake." The other partner is saying, "Do all you can to make your partner happy." "I'm going to make him happy even if it destroys our marriage." "We'll be happy if you'll just listen."
- A love relationship should be acceptance without qualification, sharing, understanding, and esteem. Trying to make each other happy is like feeding each other. Does he need to be made happy? Whose definition of happiness will be used? Each has a right to be himself after commitment to the relationship. As one man says it, "I want to help you do the dishes, but I want to be mad when I do them."
- Authoritarian home teaches conditioned love. It is expressed through rigidity (I want to be the greatest mother), or through control (bargaining without expectation of return)
- The biblical "Love thy neighbor as thyself" indicates a wholesome relationship. It assumes self-respect, however. You must love yourself in order that you can learn to love thy neighbor. Our society does not give many opportunities to feel creative for our own personal efforts. So there is little opportunity to feel self-respect.

Questions: What is the definition of goodness in relation to value orientation? In relation to habit? What is the influence of the community on use of "goodness"?

Seminar on Affiliated Groups

The North Carolina delegation learned that our N.C. Family Life Council is faring as well if not better than most in other areas of the U.S.A. The values of a state and local council were emphasized. Projects were described and needs were pinpointed.

Elizabeth Force, American Social Health Assoc., reported on a community-wide family life education project in Niagara Falls, N.Y. She worked through a Council of Social Agencies comprising 44 different groups. They studied the questions of what is family life education, why is it needed, and what is needed.

Father Henry Sattler and Dr. Jerome Folkman reported on a community-wide, interfaith family life project in Toledo. Lay discussion leaders and clergy consultants were trained to assist with four two-hour sessions with high school seniors exploring attitudes toward self, society, friends, dating, engagement, and marriage. A parent meeting was held with a panel representing three faiths discussing "How to live with your teenager without crying." An outcome of this project is the plan to develop a series of films for use with young people. They are expected to be ready for distribution by March. In commenting on the manner in which the project evolved, Rabbi Folkman indicated that the needs were determined and pinpointed before any announcement was made to the general public. Then the audience was permitted to help determine with the lead group supplying the demand for some action. He concluded, "If you want a good idea to spread, keep it confidential."

Frances Jordan  
Family Relations Specialist  
N. C. Agric. Extension Service

## The Specialist as Consultant in Helping Agents Reach New Audiences

Like most states, in North Carolina the family relations program is carried by one state specialist working through county home economics agents and assistants at the county level. We have White agents in all of the 100 counties and an additional Negro program in 50 of these counties, making a total of 150 separate county programs.

Under these circumstances it was felt that some means other than the traditional ones would have to be found to provide more help for the agents than could be given by the state specialist alone. Some agents in our larger counties in the state were faced with a similar problem at a local level. How could one agent in a county with a large population reach her potential audience?

One way to alleviate the problem would be to enlist the support and aid of other agencies and organizations. There would be additional advantages in such a move.

- It would serve to bring together those groups who were working in the field of family relations with less duplication of effort.
- It would enable the agent to acquaint other agencies with the work the Extension Service is doing in family relations.
- It would help the lay people involved to learn about the services of the various organizations and agencies.
- It would utilize the strengths of various groups in any joint efforts that were made.

For example, let me describe a recent project in one of our counties. Mecklenburg County is one of our largest and most urban counties. One fourth of the population is non-white, about 68,000 which is the potential audience of our one Negro home economics agent in the county. She had the usual audience of the Home Demonstration Clubs and 4-H Clubs throughout the county, and worked closely with the Community Development program also. Another contact was a council of social agencies which met monthly and which Mrs. Martin attended.

In her work with these various groups, Mrs. Martin learned that more needed to be done to help families solve their problems. It was decided to have a Family Life Seminar which would be open to the public. In this way she hoped to reach a larger number and additional groups of people than usually was done through her organized clubs.

She invited some Home Demonstration Club family life leaders, 4-H Club leaders, and representatives from the council of social agencies to a planning meeting. The committee made plans for a two-night seminar with the theme: "Families Attack Problems in the Space Age". (This theme was a followup of our North Carolina Family Life Council meeting last fall.)

Mrs. Martin made arrangements to hold the seminar at a community center in Charlotte which was near a low rent housing project.

The first night's program was a keynote speech by a local minister, followed by buzz sessions and group discussion.



The second night there was a panel of five speakers covering the following topics: family cooperation, financial planning, individual differences, teenage problems, and what to do when trouble comes. Following the panel presentation each seminar participant chose one of the five areas for further discussion in group session. In each group the panel speaker was discussion leader and a consultant was added.

The panelists and consultants represented many agencies and organizations which serve the county: Employment Security Commission, Dept. of Public Health, Dept. of Public Welfare, public schools, (principal, vocational home economics teacher, industrial center director), minister, lawyer, college professor of sociology, banker, newspaper editor, president of local steel industry, and the president of the local family life council.

Mrs. Martin plans to follow up this countywide seminar with four one-night seminars to be held in four different parts of the county. The subject matter range will be reduced, as there were too many things to think about in one session. She will work with the community development groups in planning for these meetings. At this time she will arrange for club family life leaders to attend. These could include leaders from 4-H, Home Demonstration, P.T.A., Woman's Club, or church groups. Thus the seminar will serve as a training school as well as being a public community meeting.

At a later date these lay leaders will present programs on the seminar theme in their various local groups.

I wish I could report on the results of this county work, but we don't have the results yet. We can say we have already learned a few things.

- Agencies and individuals are willing to help. (Their motives may vary.)
- In Mecklenburg County there are many resources available to the agent. The panelists and consultants contributed excellent information. (In fact this was our only big problem; The panel presentation turned out to be a symposium with five papers and it upset the time schedule that evening.)
- At the countywide seminar the audience was mostly active Home Demonstration Club or 4-H Club members. Few of the people from the housing project community were there.
- We believe we will have more newcomers to attend the four community seminars.

But we still need to learn how Mrs. Martin can reach the low-socio-economic status families. Can they be reached through this mass approach? Which agencies can help her and how?

We have found in other counties that working with local organizations and agencies has led to new audiences in several ways:

- The local welfare department has asked an agent to work with the ADC families and Homemaker Services.
- The local Commission for Blind has asked an agent to assist with a blind homemakers' group. Most of these women are among the low s.e.s. group.
- The agent has held training schools for P.T.A. family life leaders. (I am now helping her to see how to combine this with the other training she does for Home Demonstration and 4-H Club leaders.)

These few examples show the reciprocal nature of working with other groups and agencies. They help us and we help them. The field of family life education is the one in which our agents usually feel the least competent and yet the department has the least staff at the state level. Therefore it is especially important to find supplementary support for the agent at the local level.

Now what is the specialist's role in county work? The specialist needs to:

- Become informed about resources at national and regional levels. (teaching resources, literature for mass distribution, speakers, etc.)
- Be acquainted with agencies, personnel, and their services at the state level. (literature, conference help, speakers, consultant services, etc.)
- Know the types of resources available at local level and the kinds of services the agent can generally expect from these groups.
- Help agent to see ways of cooperating with other groups.
- Encourage the agent to join groups which would enable her to get acquainted with other people working in the family relations field. (A council on social agencies or a local family relations council is a good example. Such groups are interdisciplinary, include lay and professional people, coordinate local efforts, and generally have some affiliation with a state organization.)

One way I have found to help keep the agents informed is through a monthly Family Relations Newsletter. One month the newsletter on counseling included a list of North Carolina members of American Assoc. of Marriage Counselors, all North Carolina Family Service Society agencies, state and local mental health association officers, and John Hudson's paper on the Extension worker's role in family counseling.

During the past two years North Carolina has been in the process of shifting from 4-H clubs in the schools to the community concept of club development. We have discovered in our new 4-H program that we have a new audience. As some of you know, the community approach means recruiting many lay leaders. Quite a few of these people have become acquainted and interested in other phases of our Extension work.

North Carolina is gradually becoming a haven for retirees. We are finding among this group a new audience. They frequently become interested first in the craft activities which Extension offers, but we are finding them to be a rich resource to the agent in other subject matter fields. Family life is one of these areas. You may find some real help when you look for it. Look for people who have had some background training and experience in related areas like nursing, psychology, sociology, social work, etc. Sometimes it may be a woman who had no formal training but has done an excellent job of bringing up her own family.

Another way of helping agents develop new audiences is through the news articles which the specialist writes for statewide circulation. People write to ask for help with this group or that one. Usually they are referred back to the local home agent. I recently received a letter from the executive of a furniture factory, saying he had read an article I had written on early marriage. He was interested in doing some joint work with the young married school dropouts which he had in the factory. He recognized some of their needs and the effects on their work.

In discussing the matter of reaching new audiences, there are some questions still unanswered:

Do our agents want to reach new audiences? Is it not true that most of them feel busy enough with the audiences they already have?

Is one of the specialist's roles that of directing the attention of agents to special groups with special problems?

Can we help agents to see there are other ways of working with new audiences than through organized clubs? (One agent stopped distributing leaflets through the local stores, etc., because she thought she was obligated to organize into groups all who called on her for information.)

Why are some agents reluctant to become involved with other agencies in family relations work? Is it that they do not know or understand what the other groups are doing? Are they afraid they will be committed to action, when Extension Service is generally considered only an educational agency? Is it jealousy? Is the agent concerned about the stigma attached to some agency clientele and is reluctant to identify with these people? Is the agent waiting for some direction and clearance from state personnel?

What is our role in helping the agent to know how and when to work with other agencies and new audiences?

In closing I quote Dr. Naomi Albanese who has said, "This is a good time to do something if we just knew what to do."

September, 1963

Frances Jordan  
Family Relations Specialist  
N.C. Agric. Extension Service





### FOR YOUR SOCIAL CALENDAR

The following dates may help you plan parties, socials and programs of all kinds for your community organizations.

#### OCTOBER

4. Birthday of St. Francis of Assisi
12. Columbus Day - "1492 Columbus Sailed the Ocean Blue" and discovered America.
14. Birthday of Dwight D. Eisenhower, have a **president's party** honoring presidents.
16. U. S. Mint Established 1786.

24. United Nations Day - Plan a big folk dance celebration. Show films. Celebrate in some way. See suggestions for UNICEF Halloween Celebration.

31. Halloween - Make it a community-wide celebration. Parades! Parties! Bonfires! Costume Parades! Side Show Attractions! Window Painting!

#### \*NORTH CAROLINA SPECIAL DAYS TO CELEBRATE IN OCTOBER

2. The Cherokee Indians ceded their western lands to the State of North Carolina in the treaty of Tellico in 1789.
3. The doors of the North Carolina College of Agriculture and Mechanical Arts opened in 1889 with 72 students - 71 of whom were North Carolinians.
12. On this day in 1793 the cornerstone of Old East, first building to be erected at the University of North Carolina, Chapel Hill, was laid by William Richardson Davie, Grand Master, and members of the Grand Lodge of Masons of North Carolina.
19. The statue to the "Three Presidents North Carolina Gave The Nation" was unveiled in 1948 on Capitol Square with President Harry S. Truman making the address of the day.
23. In 1896 the first Rural Free Delivery (R.F.D.) route in North Carolina was established in Rowan County.
25. Fifty-one women met at the home of Mrs. Elizabeth King in Edenton and resolved to support the American cause in 1774. This meeting is referred to as "The Edenton Tea Party".
29. Sir Walter Raleigh was executed in 1618. He was a soldier, navigator, explorer, historian, author and poet. He outfitted five expeditions in an attempt to establish the English in the New World. Our Capital City of Raleigh was named for him.
30. Charles I granted his Attorney-General, Sir Robert Heath, a patent for the Province of "Carolina" - the land south of Virginia in 1629.



## FUN FOR HALLOWE'EN

"If a Goblin came a-hobblin',  
What would you do?  
I'd treat him like a personage -  
And run! - wouldn't you?"

You'd run, too, because at Hallowe'en more than any other time supernatural beings exert (so 'tis said) their supernatural powers. Ghosts and goblins can work good or evil on this night, lead humans astray with flickering lights or charm them into servitude unless well treated. It's a night when old superstitions are best heeded, for sure as sure, the "Gobble-uns 'll git you, if you don't watch out!

The custom of building bonfires on this evening may be traced back to Druid times, long before Christianity began, when Druids built sacrificial fires. Apples and nuts are used symbolically today and in one part of England, Hallowe'en is even known as "nut crack night". It is popular in Ireland for girls to put nuts in the coals, one representing themselves and one for each lover. If one nut cracks or jumps out of the fire, this lover will prove unfaithful. If another bursts into flame, that lover will hold merely a casual friendship for the girl, while if a lover's nut burns close to the one representing the maiden, they will surely be married.

The fun of a Hallowe'en Party or Entertainment comes through adhering to and carrying out the old familiar traditions. Ghosts, witches, Jack-o-Lanterns, goblins and the accompanying owls, bats, cats, clanking chains, groans, chambers of horrors, fortunes - all must be present in some form and with it opportunity for giving an exciting program, whether it be a party or entertainment.

### A GRUESOME TALE

A Hallowe'en party usually includes a version of this. Here's one - in case you have forgotten yours! The leader reads slowly and with great expression. Accomplishes can groan, shriek or moan at appropriate moments. The room, of course, should be in almost total darkness if the leader knows the story by heart. It is more effective.

It is the truth and not a myth - That once there lived a man named Smith. Alas, it was his bitter lot - To murdered be, quite near this spot. (Groans and pauses.)

Now we have with us his remains - So first I give you his brains. (Pass a sponge dampened in ice water.) Now next I pass, as you surmise - The murdered victim's mournful eyes. (Pass two unpeeled grapes.) His veins, through which flowed blood so red - Are now all clammy, cold, and dead. (Pass a long piece of cooked cold macaroni.) And now your shuddering touch reveals - The teeth with which he ate his meals. (Pass kernels of corn.) And next your startled nerves prepare - To touch the late lamented's hair. (Pass corn silk.) The ear with which he often heard - Alas, now harkens not a word. (Pass a fig.) And now his sheeted ghost in white - Is standing in our midst tonight. (Rise and stand in center of circle.) Ere he departs with woeful groans - Just list the rattling of his bones. (Suddenly rattle a noisy object which will startle everyone.)



"Goons and Goblins and Ghosts Galore,  
Gloat about from door to door,  
Thrills and chills will fill the room  
As Witches charge about on brooms!  
Danger lurks and everyone  
Come along and have some fun."

Place \_\_\_\_\_ Time \_\_\_\_\_

Halloween Eve"

.....  
.....

Shakespeare and his ghostly troupe  
Invite you to join this group.  
They'll tour the musty catacombs,  
And give you thrills to chill your bones.

.....

In the form of skull and cross-bones ship cut-outs, invite guests to a Spook Ship Party;

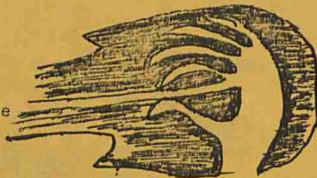
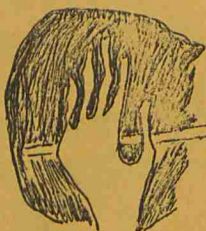
"Davey Jones and all the crew,  
Together are inviting you  
To come aboard the good spook ship  
And take a thrilling spooky trip."

\*\*\* \*\*

"The spectral hand of Halloween  
With eerie and uncanny mien  
Bids you welcome to its fete  
Where ghosts and witches you will meet  
And much, I'm sure, to your surprise  
They'll penetrate through your disguise  
And guide you through the secret pass  
That leads you to their haunt, Alas!  
Enough is said - - do not delay  
At eight o'clock they'll hold full sway."

x x x x x x x x x x x x x x x x x x x

"The ugly, wicked cats will meet  
At \_\_\_\_\_, find a seat  
On the night of Hallowe'en at eight,  
Be sure to come and don't be late.





# SONGS

## PUMPKIN MAN



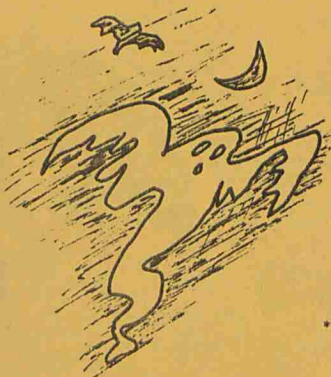
Pumpkin Man, Pumpkin Man  
Catch a \_\_\_\_\_ if you can!  
"Yes, I will! Yes, I will!  
If the brownie will sit still!"

Mrs. Witch, Mrs. Witch  
Throw your broomstick in the ditch!  
"No, I won't! No, I won't!  
I don't have to! No, I don't!

Mr. Ghost, Mr. Ghost  
Who's the black cat sitting on the post  
"I don't know! I don't care!  
But I'll choose him anywhere!"

## THREE GRAY GHOSTS - Tune: Three Blind Mice

Three gray ghosts! Three gray ghosts!  
Hear how they moan! Hear how the moan!  
They're clammy and cold, and out of date;  
They'll catch us all if we're out too late  
And whisk us away to an awful fate.  
O, O, ooooooooooh, O-O-H!



## HALLOWEEN WARNING-Tune: On Top of Old Smoky

On Halloween evening, one night in the year  
When ancient graves open, all the ghosts then appear.

We flit through the shadows, we moan and we groan,  
We pounce on the mortal straying too far from home.

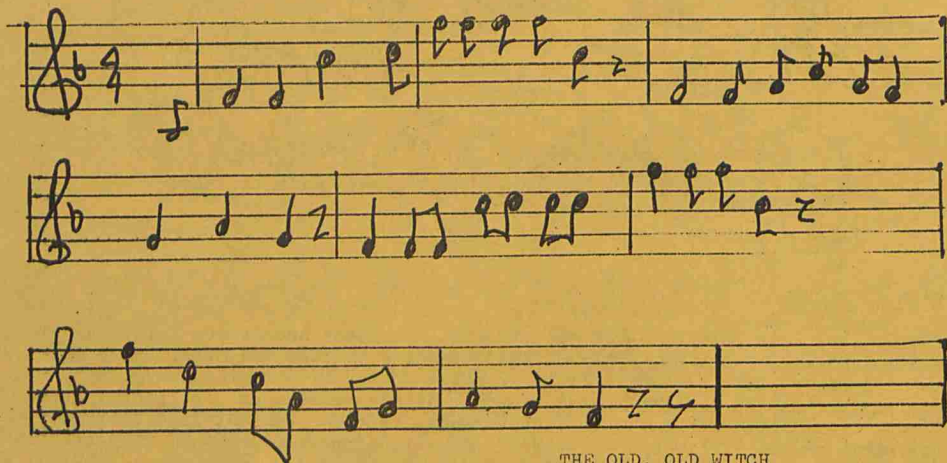
So, humans, be weary; stay safely within  
Lest a Halloween ghost scare you out of your skin!

.....

"Autumn is marching on:  
even the scarecrows are  
wearing dead leaves."

-Otsuyu Nakagawa-

## THE OLD, OLD WITCH



## THE OLD, OLD WITCH

- I. The Old, Old Witch believe it if you can  
Tapped on the window and ran, ran, ran.  
Ran helter skelter with her toes in the  
Cornstalks flying from her witches hair.
- II. Swish went the broomsticks, meow went the  
cat  
Flop went the toad frog sitting on her hat  
Wheel! chuckled I "What fun, what what!"  
Halloween night when the witches run.

## OTHER HALLOWEEN SONGS

WITCHES

Tune: Lazy Mary

1. The witches ride on Halloween-(3 times)-oo-oo-
2. The black cats come out on Halloween-Meow
3. The hoot owls come out on Halloween-to-whoo
4. The brownies come out on Halloween-tra-la

WITCHES

Tune: Ten Little Indians

One little, two little, three little witches,  
Sliding down haystacks, jumping over ditches.  
Sliding down moon-beams without any hitches,  
Heigh-ho-Halloween!





### HALLOWEEN HUNT

Divide the group into teams of ten and give each team one of the following names: Ghosts, Pumpkins, Goblins, Cats, Bats, Skeletons and Owls. Form as many teams as there are units of ten participants. Prepare for the game by making ten each of similarly sized cutouts of the team names with each type of cutout in the same color. Cut the cutouts in each set individually into six piece puzzles. Mix the pieces of each set of puzzles with all the sets and scatter the assortment of different colors around the party area. Instruct the teams to search for all of the different pieces of their color and assemble the pieces into the ten original cutouts. Give the teams ten minutes to assemble the cutouts and award a team prize to the team completing the most cutouts.

### CAT RACE

Divide the group into two teams. Give one team a black paper cat pasted on a large paper board, and the other an orange cat, also mounted. Neither cat has a tail for the hidden segments of orange and black tails are hidden about the house or room. On signal, members of each team start looking for these. They may pick up one segment at a time and take it to the team leader, who pastes it on the cat. The team with the longest tail on its cat in a stated length of time is the winner.

### CAT VOCABULARY

Divide the guests into groups. A secretary is appointed for each group and is given pencil and paper. At a signal each group thinks of as many words as possible which begin with the word "cat". At the end of the given time, the secretaries compare lists. The group with the longest list wins. Examples: catsup, category, etc.

\*\*\*\*\*

There is an ancient prayer that says -

"From ghoulies and ghaisties  
And long-legged baisties  
And things that go oomph in the night  
Good Lord deliver us . . . . ."



## WHERE'S MY SPIRIT? A Partner Finder

The dead cannot rest until their mortal bodies are joined with their immortal spirits. In this game famous mortals of long ago seek their spirits in the Valley of the Dead. Half of the group are Mortals, half Spirits. The spirits go to one end of the room, the Mortals to the other. The Spirits cover themselves with sheets and the Mortals are blindfolded. Each of the Mortals is given the name of a departed spirit - Hamlet, McBeth, Sir Walter Scott, etc. The Spirits are given corresponding names. The Mortals go in search of their Spirits. When they meet or bump into a Spirit, they shake hands quietly with him, give their name and ask if he is their Spirit. If they meet the wrong one, he groans loudly. If they meet their own Spirit, he says, "Aye Mortal". The Spirit then removes his shroud and the Mortal his blindfold and both go their way in peace. It is especially hilarious if several of the Spirits extend ice-filled rubber gloves or a wet sponge instead of their own hands when the Mortals come up to greet them.

From Party Book - Breen.



## THE OLD WITCH IS DEAD      Active group game

The game is played following out the action of the following poem:

"The old witch died last night"  
 "That's too bad; how did she die?"  
 "With one shut eye, and her mouth awry  
 One foot held high and waving goodby."

The players sit in a circle. The leader says to the player on his right, "The Old Witch died last night." This player says, "That's too bad; how did she die?" The leader replies, "With one shut eye." The second player then repeats the action until it has gone around the circle and all have one shut eye. On the second round, the leader adds, "and her mouth awry"; all must have one shut eye and mouth awry. On the third round, "one foot held high" and the fourth round "and waving goodby" are added.

## THE WITCHES' BROOM

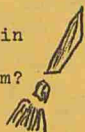
The figure of a witch is cut from black, crepe paper and fastened to the wall at a convenient height. This figure could be any appropriate size. Small, black, crepe, paper brooms are each held by blindfolded guests. The contest is to see who can pin the broom in the hand of the witch fastened upon the wall, or nearest to it, the greatest number of times. The contestant is blindfolded and led around the room, then turned around twice in the center of the floor before he can try to pin the broom in the hand of the Halloween Witch.

## WITCHES' RACE (for a large space)

Witches straddle broomsticks and race the length of the room and back.

# guess—

How many straws in  
the witches broom?



How many dots on  
the calico cat?



What is the lucky  
number under the  
jack-o-lantern?



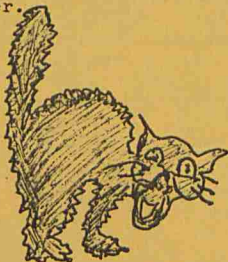
## Spirit Fire

One person is needed as a leader, and one as an assistant. The leader announces that the assistant has magic powers. It is more mystifying if the assistant sits with the others and volunteers when the leader asks for someone to help her.

All players sit in a circle. The assistant sits in a chair facing them. The leader stands behind her, waving her hands in all sorts of different ways over the assistant's head, saying "SPIRIT FIRE", over and over - slowly, quickly, loudly, softly. Both leader and assistant watch the players to find the first one who talks after they have started the "SPIRIT FIRE". The assistant may stay as long a time as she wishes after the first person speaks. Finally she gets up and walks slowly, hands outstretched, out of the room. While she is out of the room the leader points to the person who spoke first. Then the assistant is called back, walks about the circle, points to the same person, and mystifies everyone who does not know how it is done.

## Bone Pile

Use a team or group formation or play this game on an individual basis. Hide the parts of a cardboard skeleton - head, two arms, two legs and trunk - in various parts of the room. There should be enough parts so that each guest may assemble a complete skeleton from the "bone pile". On the word "go" all the players start to look for the parts, keeping the location of extra parts found a complete secret. The first five skeletons completely assembled win prizes for the finders, or the team that is first to have each member assemble a skeleton can be declared the winner.



### FORTUNE BALL

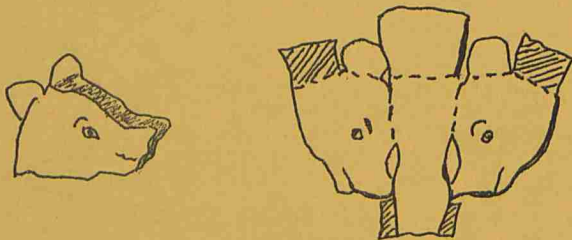
Unwind a ball of yarn or twine, tie in a written fortune every two feet. Rewind, adding extra twine so that paper doesn't show. Leader tosses ball to guest who unwinds it until he comes to the first fortune. Take out fortune and toss ball to someone else. Continue until all fortunes are out. Read them aloud.

# MASKS

Paper plate masks: Use an eight or ten inch plate. Measure and mark positions for eyes, nose and mouth. Cut small holes for eyes and mouth; cut around sides and bottom of nose and fold it outward. Make a small hole on each side of the mask, and attach strings or elastic to hold it in place.



Animal-head masks: Draw animal head design (as shown in illustration) on a large piece of heavy wrapping paper or tagboard. Cut out on solid lines, fold on dotted lines, and past tabs (shaded areas in illustration) securely to form head mask.



Paper bag masks: Use a bag large enough to slip easily over the wearer's head. Mark position for eyes. Cut out or fringe lower edge at sides for the shoulders. Since the bags are loosefitting, it is not necessary to cut out the nose.



Decorating: The most interesting part of mask making is the decorating of the mask. Originality can be added in the use of the following:

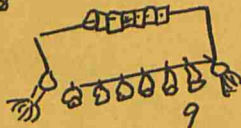
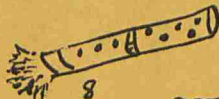
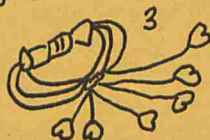
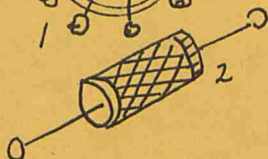
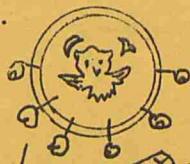
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|-------------|---------------|----------------------|---------------------|
| fur         | cork          | hair ornaments       | leather             |
| yarn        | feathers      | buttons              | monocles            |
| beads       | wood shavings | glasses (old frames) | carved wooden teeth |
| bottle caps | pipe cleaners | wire                 |                     |



# NOISE MAKERS

Construct attractive noisemakers which jingle, rattle, clatter, hum or whirl from scrap materials and decorate them gaily with enamel, colored paper or cellulose tape.

- (1) Punch holes around the rim of a tin or paper plate. Fasten a small bell to each hole with a piece of wire.
- (2) Punch one hole in the bottom of a tin can. Rub an 18-inch piece of firm cord with rosin, thread it through the hole in the can and tie a curtain ring on each end. Pull the cord up and down to make a squeaking noise.
- (3) Thread four 10-inch lengths of ribbon through a large spool. Knot them all together and attach a bell or metal curtain ring to each of the ends.
- (4) Remove the cover from a cigar or shoe box and put heavy rubber bands crosswise around the box. Play it by strumming or by drawing a stick quickly across the bands.
- (5) Tack the centers of three 10-inch pieces of ribbon to the top of a 12-inch piece of dowl-ing or a stick. Tie a small bell to each end of the ribbons.
- (6) Tie a handle of heavy cord or wire through a cottage cheese carton, put several pebbles in, and tape the cover in place.
- (7) Drop small pebbles into an empty salt box and seal spout with tape to make a simple rattle.
- (8) Punch three holes along one side of a cardboard tube. Tape or glue a piece of wax paper over one end. Trim with a fringe of colored paper. Hum into the open end.
- (9) String several small bells on a piece of wire and fasten it to the loops on a package handle. Trim with tassels of yarn or crepe paper.



# BIBLIOGRAPHY

Order the following from the Recreation Book Center, National Recreation Assn:  
National Recreation Association  
8 West Eighth Street, New York 11, New York

Planning for Halloween by Muriel E. McGann pp 118 Price paper \$1.00  
A comprehensive handbook suggesting activities and programs suitable for large and small groups and for community-wide celebrations.

Holiday Plays for Young Actors. Grace Sorenson pp 176 Price paper \$1.00  
Seventeen royalty-free one act plays for Christmas, New Year's, Valentine's Day, Easter, Thanksgiving, Halloween, Mother's Day, Fourth of July, April Fool's Day.

Masks and Mask Makers. Kari Hunter and Bernice Wells Carlson pp 65 Price \$2.75  
Masks through the centuries - the fascinating story of purposes and uses of masks. Present day uses and mask making for exhibits, TV, and theater.

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North Carolina Historical Almanack. Compiled and illustrated by Elizabeth W. Wilborn cd. 1962. Price 35¢. Published and sold by the N. C. Department of Archives and History, Edenton and Salisbury Streets, Raleigh, N. C.

Being a collection of Notable Events that have befallen People and Places in Our Great State Before the One Hundredth and Eighty-sixth-Eighty-Seventh Year of American Independence.

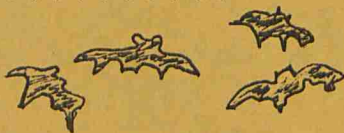
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From the Dennison Manufacturing Company, Department 53, Framingham, Mass.

Lets Have A Party - A Dennison Party Book. Price 50¢  
Dennison Complete Guide. Price \$1.00

Note: These books may also be purchased from your nearest Book and Stationery Store.

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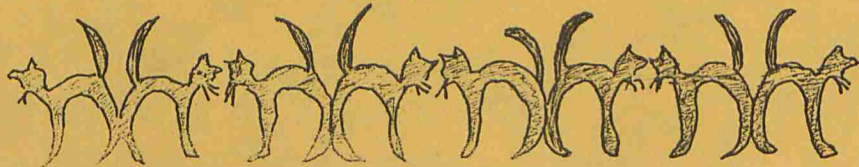
# HAPPY HALLOWEEN!

NORTH CAROLINA RECREATION COMMISSION  
MANSION PARK BUILDING  
RALEIGH, NORTH CAROLINA

# HALLOWEEN

## 1963

Compiled by  
NORTH CAROLINA RECREATION COMMISSION  
Mansion Park Building  
Raleigh, N. C.





## The Family Life Cycle

Although each family is different in a variety of ways, there is a predictable sequential pattern through which families develop. This pattern may be considered in terms of from two stages (expanding and contracting) to as many as eight stages, which will be used here. (from Duvall, E.M., Family Development)

### Stages:

1. Beginning Families (married couples without children)
2. Childbearing Families (oldest child birth to 30 months)
3. Families with Preschool Children (oldest child 30 mo. to 6 yrs.)
4. Families with School Children (oldest child 6 yrs. - 13 yrs.)
5. Families with Teenagers (oldest child 13 - 20 yrs.)
6. Launching Families (first child gone to last child leaving home)
7. Middle aged Families (last child leaving home to retirement)
8. Aging Families (retirement to death of both spouses)

As the stages are described it must be kept in mind that in this cyclical concept, there is no beginning or end. There is a past and a future as well as the present for the family at each stage of the cycle. The demarcations are made on the basis of the age of the oldest child, and with the coming of additional children the family becomes multi-stage until all the children are launched.

### What do we know about Beginning Families?

- From 1/2 to 2/5 of beginning families are teenagers. There is some indication that the trend of early marriage is declining. (The much quoted report that 1/2 of all high school girls who marry are already pregnant was a study of only 60 girls in Iowa. We do not have data to substantiate any claim that the figure is typical for N.C.)
- The husband is usually 2 yrs. older than the wife. (1950 census)
- The divorce rate is considerably greater among the teenage married. (A reason is lack of vocational preparation sufficient to put marriage on sound economic basis.) Economic problems is the greatest single cause for divorce.)
- When is one mature enough to marry? (A scale recently developed for use with high school home economics students indicates the following:
  - good health habits
  - enjoys dating and group participation
  - high level of independence and self confidence
  - assumes responsibility readily
  - enjoys helping at home in variety of ways
  - helps with local community causes
  - well established beliefs about appropriate conduct and live in accord with these beliefs
  - ability to like and love other people, to express warmth and affection in family
  - wholesome and favorable attitude toward marriage and responsible sexual and social activities involved
  - ability to face reality
  - ability to make independent decisions
  - feeling of good will, no chip on shoulder

- happy most of time
- accept others as they are, appreciate their right to develop own life
- adjust to people and work and play in harmony, if not agreement (all age groups)
- see other people's points of view and respect their rights to views
- ability to maintain family cooperation
- enjoy family activities
- ability to graciously receive friends and other guests in home
- interest in money management
- interest in family financial security
- desire for family and children of own

How can we help beginning families to make up for shortcomings in maturity?

- The chief task is changing ME to WE. It involves getting to know more about mate, compromising some differences, accommodating others, changing some within self. (differences in tastes, values, habits, etc., regarding housing, furnishings, foods, clothing, hobbies, leisure activities, other areas of living). New patterns remain set usually through cycle.
- The couple usually expect mate to assume same roles as their own parent or sibling of the same sex. (who cuts grass, empties garbage, maintains upkeep of car, arises first, cooks breakfast, etc.) Many role patterns which are set at this stage remain so throughout the life cycle.
- His mother is most likely to cause in-law problems, then her mother, siblings, other relatives, her father, and his father, in that order. (Pick out a lady you like, then marry her son.)
- There is a tendency to marry someone who satisfies some of your particular shortcomings. This seems apparent in relation to beginning families' of adjustment. Dominance-submission, either matriarchal or patriarchal, may be a satisfactory arrangement for well-matched neurotics. Other patterns are negative adjustment-agreeing to disagree; conflict-constant arguing without solution; and cooperation-mutually deciding. The particular pattern of the couple with whom the agent is working has a great effect on her approach and success in educating for changed practices.
- There is usually a strong desire on the part of beginning couples to be accepted into the community as married and able to assume responsibilities. This is a group from which we could solicit lay leaders.
- Beginning families are usually socially oriented. Interested in entertaining and its relation to housing, furnishings, clothing, foods, activities, etc. Adjustment of differences in background and attitudes about all of above need to be reconciled.
- Beginning families need to examine values and goals in an effort to mutually agree on long term family goals. It is recognized that these may change in time because of circumstances.
- Beginning families need to know the available local sources of help before they are needed. Is that something the home agents can do?

- In the beginning stage, the couple prepare for the coming of children. This involves changes in housing, clothing, foods, roles, finances, management, sometimes interests.
- It is said that couples marry for happiness. The degree of success which the beginning family has depends upon the realistic expectations of each of the couple. Studies indicate that a majority of families do not achieve 100% adjustment in any area of marriage during the beginning stage of the life cycle.
- Some other decisions beginning families have to make are:
  - Where to live? To rent, buy, or build?
  - How to obtain and care for furnishings.
  - Storage of wedding gifts
  - How to move household goods
  - How to set up a workable financial management plan
  - Whether and when to have children
  - Ways to continue avenues of individual creative expression while striving for an integrative marriage relationship.

#### What do we know about Childbearing Families?

- Most all of life during this stage revolves around the child, his schedule and the changes his coming has created.
- Parenthood is romanticized even more than marriage. The addition of a family member by birth creates a "crisis" just as the subtraction by death. The degree to which this "crisis" of the coming of a child disrupts the family depends to a large extent upon the acceptance of the parental role. Two young men have described it thus:
  - "The idea of being a parent is too great for me to understand. It is no fun to get out of bed at three o'clock to walk a crying baby. A little baby will certainly hurt your social life. Then there is the financial side of the problem. The expenses of having the baby are huge. In short, there are too many sacrifices to make parenthood seem desirable."
  - "Even though parenthood has been one of my marital goals from the beginning, my attitudes are sharpened with the knowledge that my wife is expecting. I will have a chance to work more closely with my wife in the project of raising and educating another human being which seems as though it would be a very challenging and possibly rewarding thing."
- Child-proofing the house must begin when the child first leaves the crib and play pen, and housing must be adapted to fit the play needs of the toddler.
- The average cost for doctor and hospital services during pregnancy and child-birth is from \$200 to \$500. It costs approximately three times a man's yearly salary to rear a child from birth to 18 years.
- Consumer education needed during this stage includes such matters as:
  - What to do with the maternity clothes
  - Whether to buy diapers and a washing machine or use diaper service
  - Whether to buy canned baby food or buy a blender and use table food
  - Which items of baby equipment are really needed (stroller, baby carriage, bathinette, high chair, etc.). How to obtain necessary items.
  - How to get the best babysitter for the least money



- Studies indicate that the childbearing stage is the one which gives the least marital satisfaction.. There is reason to believe that the cause of this is the lack of communication between husband and wife while they are too busy being father and mother. Another reason may be the constant physical tiredness of both of the couple during the infant period. At a time when they can least afford it, the couple need more than ever to have time together for leisure activities. A third reason may be the mother's preoccupation with the baby and her lack of interest in the role of wife.
- Re-vamping of the couple's plan for home management should take into consideration these questions:
  - How can the father have more opportunities to enjoy the child as well as assume some chore responsibilities?
  - Which is more important to the couple - time, energy, or money?
  - How to manage time for more rest and self-expression?
- Although the old jokes say that mothers-in-law interfere, the recent study by Sperry and Garner at WCUNC showed that rural N.C. mothers with young children get information about physical care from the physician and most all other information about childrearing from her mother or his.
- For some couples the coming of a child brings new meaning and purpose in life. For other couples the coming of an unwanted child means the thwarting of a family or personal goal. At this stage they need to re-evaluate their family goals.

#### What do we know about Families with Preschoolers?

- Preschooler is ritualistic and likes routine. In family living this involves:
  - a scheduled time for meals.
  - a set pattern for eating, sleeping, toileting, dressing, etc.
  - the beginning of many family traditions which continue through the life cycle.
  - helping the child establish good habits which he will keep through life.
- The preschooler likes active play. This means the family must provide:
  - play equipment, play space, and equipment storage.
  - supervision of play.
  - clothes which can stand hard wear and dirt.
  - food for energy and a growing body.
  - a quiet spot for other family members.
  - a home free of safety hazards.
- Preschoolers are social creatures. They like:
  - conversation with other family members, which usually begins with the word "Why".
  - play with other children their own age, which is difficult for isolated families to provide.
  - to be the center of attention at the mealtime, which is not always pleasant for other family members.
  - to participate in all social functions which other family members have, which is not always practical.

- Preschooler is an imitator. This is both an asset and a liability for the family. He will:
  - imitate parental roles and thus learn masculinity and femininity.
  - imitate good examples of others and learn appropriate habits, manners, values, etc.
  - imitate bad examples of others and thus embarrass family members at times.
- Parents of preschoolers have a difficult time when:
  - they disagree about patterns of childrearing. Studies indicate extremes of laxity and strictness may be easier for a child to take than parental inconsistency.
  - they do not appreciate their privilege and responsibility in the molding of the preschooler's personality.
  - they do not take the time or effort to give each other emotional support, which is needed before it can be bestowed on the child.
  - they do not get sufficient physical and mental rest, and privacy.
- The preschooler needs:
  - discipline which is firm and consistent and which has self-discipline as its goal.
  - gradual opportunities to make decisions and grow in independence.
  - a beginning experience with money.
- The family with a preschooler generally finds this stage to be the most "frustrating and fascinating" of all stages.

#### What do we know about Families with School Children?

- Having a child in school means that the family needs to provide:
  - a place to study.
  - clothes to wear to school which are acceptable to the peer group.
  - money for school fees. (A recent news article indicated these may vary from 50¢ to \$50 in N.C. schools)
  - encouragement and praise for child's efforts.
  - interest in and support of school's efforts.
- School children like:
  - pets, which can either teach responsibility-or burden parents.
  - a special chum of same sex.
  - a gang of same sex, members of which may change from day to day.
  - space indoors and outdoors to play with gang.
  - to giggle and be silly, which sometimes annoys other family members.
- Food is important to school children:
  - as an after school snack.
  - at a party
  - as a family gathering time for meals.
  - when they can help to prepare it.
- School children want clothes that will:
  - now show dirt or tear easily and upset mother.
  - look somewhat like those of the gang.
  - be easy to hang up so mother won't nag.

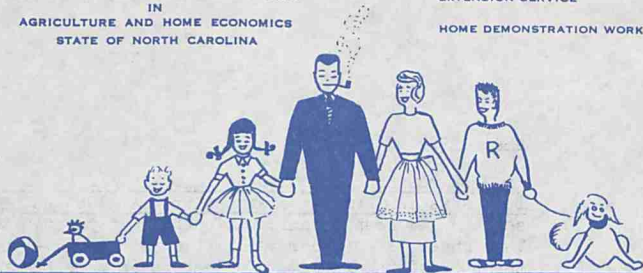
- School children need an allowance and some guided experience in spending money for necessities as well as pleasures. They need a saving plan.
- School children like to make things to:
  - learn how to do it.
  - collect them.
  - express their own ideas.
  - get praise for accomplishments.
- Other responsibilities of parents at this stage are:
  - pair relationship with child in work and play activities to strengthen masculine - feminine role image.
  - choosing those community activities which fit family goals, pocketbook, talents, and time.
  - strengthening child's understanding of values as they relate to all areas of family living.
  - guiding child's continuing development in sex education.
  - accepting the child they have - his uniqueness and talents.

Note: The last four stages in the family life cycle will be discussed in the next Newsletter.

Prepared by:  
Frances Jordan  
Family Relations Specialist  
N. C. Agric. Extension Service



# Family Relations Newsletter



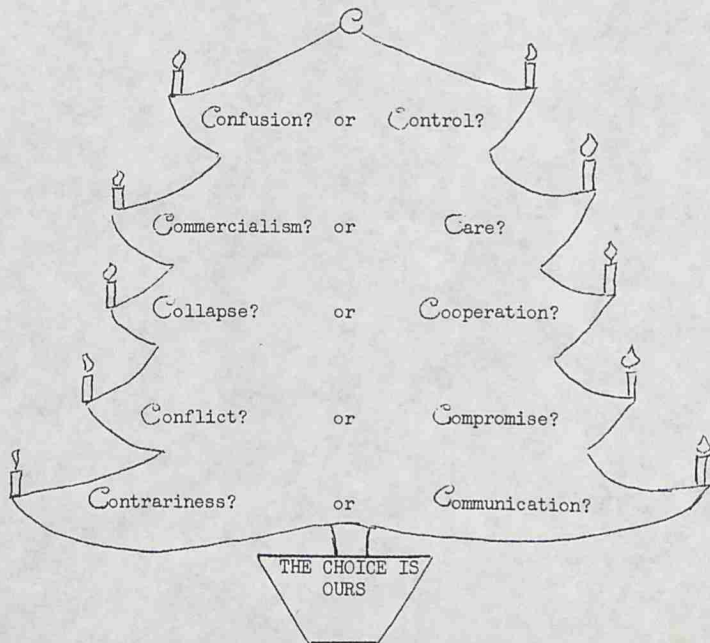
CHRISTMAS 1964

Open Letter to Extension Home Economists:

One of the symbols of Christmas season is the traditional Christmas tree. Some of us decorate ours with treasures kept from year to year and without which it wouldn't be our tree. Others like to try the latest ideas and insist on a new look each year.

Other symbols of Christmas are the hustle and bustle we attributed to the grannies of yesteryear or the dreams and beams of a little child of any year.

Let's think a little about the symbols we create in the minds of those around us as we "decorate" our being during the Christmas season. What are the Christmas C's others will see in us?



Enclosures:

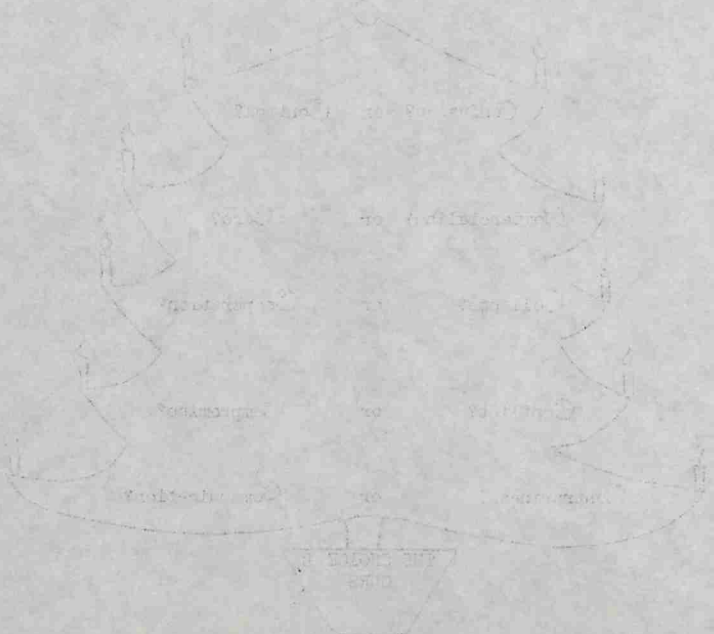
Some Suggestions for discussing Goals and Action Ideas of the N. C. Home Demonstration Family Relations Program 1965-66. This information has been sent to all county family life chairmen through their district officer. This sheet is for your information and to give you some ideas for relating the work of the family life leaders in Home Demonstration Clubs with your total County program.

Women Workers in North Carolina. With the high incidence of employed women in most counties, it was thought that this background paper would be of help to you in understanding your situation in relation to the total state.

Excerpts from the Annual Meeting of National Council on Family Relations. Includes information on adolescence, sex education and components of a good marriage. (Plan now to attend next year's meeting, October 21-23, Toronto, Canada.)

Prepared by:

Frances Jordan  
Family Relations Specialist



EXCERPTS FROM THE ANNUAL MEETING  
NATIONAL COUNCIL ON FAMILY RELATIONS  
October 8 - 11, 1964  
Miami Beach, Florida

CONFERENCE THEME: THE 1960'S -- DECADE OF THE TEENAGER

"Teenagers of the 1960's -- Our Despair or Hope?" Blaine K. Porter,  
Brigham Young University.

The adolescent is more advanced today than at any time in previous history. He is better educated, has an earlier physical maturity, has greater responsibilities and is a more dependable person. We made the world they have to live in. The adolescent has only the present world as a frame of reference -- a world of affluent living in a world of the poor. The adolescent does know that we are not fair, for what we do is not consistent with what we try to teach them.

We fail to give proper credit to adolescents. The 95% who behave themselves get little recognition or publicity. We should give them responsible jobs in community affairs. People should not put monetary value on education. We say if you finish high school you will earn twice as much more. Education is more than a matter of dollars and cents.

Early marriage is not all bad. The majority of these teenage marriages do survive. Parents have a tendency to give the job of morality and sex education to church and school, when the greater responsibility lies with the home. It is a sin to deny others the right to hold jobs, etc., because of color of skin. Youth have led in this movement to end discrimination.

Should we not question the vast amounts of money we are spending on military efforts in comparison to what we are doing for peace? If teenagers are our hope, what are we doing to help?

"Young People in Britain" - Lady Ethel Venables, Nuffield Research Fellow,  
University of Birmingham, England.

Our problems with today's teenagers are essentially the same as they were in the 18th and 19th centuries; it is just our solutions that are different.

Children tend to like what they have been exposed to. We need more well-adjusted adults. Parents have more responsibilities today than previously.

There is a difference between being deprived and being denied.

Do not isolate children from family problems, but exercise a genuine interest in them.

Parents must let children grow up. Allow them to make mistakes. Prepare them for adulthood.



In Britain the male image is poor, the female image is better, for the woman dominates in the home. Young people need practice in decision making in social, emotional and cultural areas.

Every individual seems to need to:

1. Win approval.
2. Establish self as person.
3. Recognize questions as important.
4. Be allowed to make decisions.
5. Have equal opportunity.

Every individual needs opportunities to achieve the best of which he is capable. What happens to those who "can't make it"? They end up on the street corner. We put ideals before youth, but don't help them when they meet with the opposite point of view in the outside world.

- Young people need heroes - The Beatles serve a purpose.
- Colleges put before children ideas far removed from the real world, and they fail to explain or discuss.
- School dropouts may be right. They are saying that this is going to pay off for me. Ordinary people are undervalued.

"In Front Of And Behind Scenes With Teenagers," - A panel of teenagers.

(Note: An interesting addition to the usual panel setting was a second table to one side at which sat a teacher and a teenager. They wore labels reading "Yah, but!" and served as a reaction team to the panel's comments. The presentation was followed by buzz groups in which the audience developed questions to be directed to the panel.)

Communication in families is poor. There should be more opportunity for the adolescent to know what is going on in the family and have a greater share with decision making. When parents divorce, children become skeptical. When mother goes to work, the children have to assume more home chores, but they grow up faster. It is important to impress "myself." Youth need to feel they are making accomplishments, and that they are not wasting away." "By the time a person is a teenager he has already made an impression on his parents." "Teens don't please their parents, they appease them." "I used to think my parents were ideal. Then I saw their faults and soon discovered that I had the same ones too." Young people cheat when they are under pressure to make good grades. Young people go steady for status (but this panel did not approve of steady dating.) "My father discussed sex with me and said "Don't! and I agreed with him of course." The kind of people you are with determines your attitude about sex activities. Adults put too much emphasis on the facts of life. "I understand how but not why." Sex talk and exploration in high school is more secret while college youth are more nonchalant and open about it. There is a difference between an affectionate kiss and a kiss that's part of the game. Teenagers get little sex education at home. (These particular panel members had seen the film, Human Growth, at school.) All young people need to have information about contraceptives. Even though they don't have any intention of using them, youth need to know the facts. Pet gripes about parents: "Back in my day..." The good teacher is one who disciplines, knows her subject and how to present it.

"What Is The Contagious Power Of A Good Marriage?" Leaders and Resource People: Dr. & Mrs. Raymond Healy, Mr. & Mrs. Jacob L. Bornstein, Rev. & Mrs. Paul Hansen, Dr. & Mrs. Richard N. Hey, and Mr. & Mrs. David L. Conklin

Some of the factors that make for a good marriage:

1. Parents come from the land of the same surroundings.
2. There must be faith and consideration for each other.
3. Since man is the product of his environment, parents have a great influence on good marriages.
4. Physical attraction plays a big part in the success of marriage.
5. There are less problems when religious beliefs are the same.
6. Husband and wife must seek the goals of a good marriage.
7. Husband and wife must be able to disagree
8. Marriage is for time eternal. There can be no conditional contract in marriage, "As long as you love me, I'll love and do for you."
9. When things are not bright in marriage, there is always a way to work things out. It's hard to kneel and pray together and get up mad.
10. At family night each individual has his turn in time; she or he decides what food to serve, what songs to sing and what games to play.
11. Every marriage is different and there are different qualities in good marriage.
12. By the time a child reaches his teens, he should have sound values or there is nothing anyone can do to help him.
13. In a good marriage each must be willing to give as well as take.
14. There should be a sense of humor, affection and demonstration of affection.
15. Marriage partners must be able to communicate.

"Transition in Sex Values: Implications for the Education of Adolescents," Isadore Rubin, Managing Editor, Sexology. and  
"Sex Education with Teenagers: Experiences of a Family Life Educator in a Marriage Council," Sylvia Sacks, Marriage Council of Philadelphia.

We must educate adolescence for sex society. Sexual treatment must be more than law but a moral decision.

Most young people are looking for a new sense of values; for the fear which guided many of our parents can no longer be used. Morality cannot be reduced to a group of rules.

There are many conflicting value systems of sex ranging from sex use as fun to self control and discipline and self mastery of the sexual code to chastity and rigidity.

The old absolute rule has gone. We cannot ignore the existing value systems, but must be able to analyze these systems, evaluate them and admit our confusion openly.

We cannot return to an age of innocence and hush-mouth, but rather, we must discuss the issues openly. We must learn to talk in the language and terms of the teenager; win and hold their trust; refrain from dishonest answers, the use of

of bias and views, withholding available data. We must help young people to make intelligent choices, not in rigid rules, but through understanding, knowledge and skills. Adults need sex values also.

The following are basic principles to be considered in sex education:

1. Young people must be provided with skills and attitudes to make choices.
2. Laws to prohibit incest.
3. Value commitments necessary from a core group.
4. Respect for truth.
5. Basic worth of individual.
6. Right of self-determination.
7. Cooperative effort.
8. Peer group decides a great deal of views of adolescent.
9. A knowledge of all aspects of sex needed by everyone.
10. An informed citizenry need to make decisions.

As educators:

1. Create an open forum for sex information.
2. Reevaluation text on sex.
3. Use principles of education rather than indoctrination.
4. Help identify and outmode unethical values.
5. Don't try to cover up.
6. An education on set of sex values is most important, but should not influence student.

Sex information is never presented in itself, rather all the personal inter-relationships.

Our family life courses are taught by 52% sociologists, 18% home economists and 30% from other sources. There is a need for more training of educators. Sex information must be geared to the situation in which groups are found.

Challenge:

There is a need to correlate data with training, meet growing request for professional staff and train lay leaders. Our youth should be reached. We should involve youth, peers and parents.

"Status and Prospectus of Youthful Marriages in the U. S.", Christine Chilman, for Lee Burchinal, Dept. of Health, Education & Welfare.

The rate of early marriage is becoming stable, but the number of early marriage is increasing. One of the chief reasons for early marriage is pregnancy. Divorce rates among teenagers are higher because there are more marriages among lower socio-economic status youth and among those premaritally pregnant. We need to provide more sex education and more help for pregnant girls.

"Educators' Concerns in Relation to Teenage Marriages," Elizabeth Force, American Social Health Association; Edwin R. Hartz, Florida State University; Frances Jordan, N. C. State, U. N. C.; J. Crockett Farnell, Hillsborough Co. Public Schools, Tampa; Mildred I. Morgan, Black Mountain, N. C.; Rose Somerville, Hunter College, N. Y. C.



We should be more concerned about the high failure rate of teenage marriages. What can we do? How can we make more of them last? We need to help youth be realistic. We need to improve the social situations that cause early marriage. We are not only educators, we are also citizens.

Is marriage a relationship that is too much for the young? We need to convince school administrators of their responsibility to provide programs on family life education in the schools. We must catch a generation ahead of time.

What youth are asking:

Why don't professional people get together on what they are saying to us? They contradict each other.

Parents talk about the importance of love, but then discourage us. Church programs teach us only about sex in family life. Why this over-emphasis?

Why are boys allowed more freedom and less criticism?

Why are married people forced to quit school when they need it most?

Education alone can fail; it is not the only answer. We need to help people understand one another in the family. This in itself has its own enduring value.

The Extension Service as a cooperator in education is assuming its share of concern about teenage marriage and is doing something about it through a wide variety of methods.

Through a mass approach, these Extension workers at the county and state levels are helping people understand the factors behind teenage marriages. In organized groups and special events, parents and youth are developing an understanding of the preparation one needs for the responsibilities of marriage. Extension workers are helping young couples already married to acquire the information and skills they need to make a go of marriage. Extension is sponsoring training sessions for other professional groups in understanding of young people and their needs. Communities are being led to recognize the corporate responsibility for the causes of early marriage and are learning how to work together on a course of action to solve some of the problems.

Quotes: From Family Life Specialist, Oregon - "We should recognize early marriage as a solution to a problem instead of the problem itself. From Assistant Director of Family Living, North Dakota - "As educators we cannot prevent teenage marriages. Only teenagers can do that. But we can help them to see the problems to be faced and decisions to be made before and after marriage takes place."

"Who Am I? The Social Structure of Adolescent Personality" - Orville  
Brim, President, Russell Sage Foundation

A study was made of student roles and the correlations between these roles. Among the factors were pressures of friends who do well academically; conflicting roles of responsibilities in the home, being a good student, and being social; the need for popularity; and the desire for creative expression. There was a conflict between the youth's own role performance and what others expected of him.

The adolescent needs a frame of reference. Who influences and motivates him regarding role descriptions? Everybody - people, mass media, etc. In studies the theme of youth's spontaneous description is family and friends with references to religious training. Youth seek achievement over the social world. What can be done?

"Teenage Psychotherapy" William Nichols, University of Alabama.

The teenager is at the teachable moment in psychotherapy. There is a future orientation. The therapist can use a variety of therapy procedures to take into consideration the strong and weak points. Steps include the initial interview, diagnosis and written plan, interview with parents and establishment of the responsibility for treatment on parents and the child, sealing the bargain and establishing working conditions. The therapist is a tool and serves as a bridge. Among the concerns are how much and what kind of controls should be used and parent involvement. The therapist can use such child therapy tools as the authority figure. Work with adolescents can be standby therapy, and can be reconstructive. The adolescent has a weak ego, weak defenses, and is ambivalent.

"Self-Concept of Parents Without Partners," Bernard Oliver, Chapman College.

A study was made of 90 persons attending organized meetings of a Parents Without Partners group. Reasons they gave for the break in marriage were: death, unfaithfulness, incompatibility, alcoholism, desertion, financial pressures, emotional problems and in-law interference.

Problems encountered as single parents included: loneliness, financial pressures and problems of socialization. Women mentioned problems with children and too many responsibilities. Men missed their children if separated from them. Solutions they had found were to improve education, get a better job, take advantage of opportunities to socialize and comfort through religion.

Of the 90 respondents, 54% felt they had made a satisfactory adjustment and expressed less conflict, uncertainty, and had peace of mind.

"Group Marriage Counseling and Teenage Problems", Genevieve Burton, Marriage Council of Philadelphia.

A marriage counselor who had been meeting with alcoholic husbands and their wives in group sessions decided to visit each home. His decision to visit each home had the following results:

- Husbands agreed to the visit only if informal, and the problem not discussed.
- The situation was found to be different than clients had depicted it.
- There was a lack of warmth and spontaneity in all the homes visited.
- Counselor gained enough insights from the visits to suggest that it might be a useful tool in treatment of alcoholics.

Most alcoholics begin drinking in their teens. Involving children in marriage counseling of alcoholic parents may help alleviate many teenage problems.

"Counseling With The Unmarried Mothers", George H. Finck, Juvenile Welfare Board, St. Petersburg, Florida.

A series of group counseling sessions with residents of a Florence Crittenden Home were described. Members' ages ranged from 13 to 30 years and represented the middle class for the most part. Processes which occurred in this group included: relating to the therapist; catharsis and insight, gaining group support and self-esteem, and learning how to act in a group. A majority of the girls were not promiscuous but had engaged in sexual relationships only with one man whom she loved. Each did seem to need a sense of self-identity.

Compiled by:

Miss Mary Helen LeGrand  
Miss Dorothy Valentine  
Miss Frances Jordan



Professional Groups

Agricultural Workers Council  
Medical Society  
Visiting Nurse Association

Business and Industrial Groups

Home Builders Association  
Unions  
Chamber of Commerce

Community Organizations Continued

Family Life Council  
Salvation Army  
Hospital Staff  
Red Cross  
Family Service Agency  
American Association University Women

4. To apply and share what we learn about ourselves and our relations with other people.

While it is true that in North Carolina we are keeping more young people in school, we still have a high dropout rate. For every 2 children who enter first grade, only one stays to graduate from high school. What kind of family can the dropout afford to support?

One out of every 6 adults over 25 years of age in N. C. cannot read and write. (One out of every 8 white adults, 1 out of every 3 non-white adults.) What happens in families in which the parents cannot read and write? How do they shop wisely? How can they help their children in school? How can they understand the terms of credit contracts? How can they maintain the respect of their children?

What can Home Demonstration Clubs do to teach adults to learn to read? Some church groups are learning to teach in a simple way that our members too, can teach.

We must find ways to reach and teach dropouts who become homemakers. When a 4-H Club member marries, he or she is no longer eligible for membership. What is your community doing to help these young married couples to continue to learn what they need to know about family living?

Do you have a Young Men and Women's Organization in your community? Ask your Extension worker about forming one

SOME SUGGESTIONS FOR DISCUSSING GOALS AND ACTION  
IDEAS OF THE N. C. HOME DEMONSTRATION FAMILY RELATIONS PROGRAM  
1965-66

1. To recognize that the family unit is the center form of democracy and the best environment in which to nurture the individual to his fullest potential. "The love of power seems to be the value we most cherish, hence the reason for tyranny and conflict in the family. Very rarely do we find true democracy in the home. Nowhere does the idea of power seem so implanted than in the structure of the family today. We must learn to value the virtue of love more than power. We must practice family cooperation. We can solve most of the family's problems by love." Dr. Obert Tanner, in a speech to National Council on Family Relations, August, 1961.

What is it about our living today that makes it hard to be democratic?  
What in our own personalities makes it hard for us to be democratic?

(For more information, ask your Home Economics Extension Agent for a copy of a mimeographed paper, "Difference, Tolerance and Cooperation," and an outline entitled "Family Cooperation.")

2. To recognize causes and accept constructively the changes and differences in family living patterns.

What are some of these changes? Think about the changes that have taken place in your community in the last 10 years. What have these changes, good or bad, meant to families.

Some general trends in North Carolina are these:

North Carolina is becoming more urban. In 1950 33.9% of the people lived and worked on the farm. In 1960 only 17.7% were left. In 1950 32.4% of the people lived on the farm, but worked elsewhere. In 1960 the rural non-farm population was 42.7%. People sometimes have difficulty adjusting to a new way of living when they have always lived on a farm.

People are leaving North Carolina. From 1950 to 1960, one out of every 14 people left the state, with the eastern counties losing 1 out of every 7 people.

The general standard of living is increasing, but N. C. is only 45th in the nation in per capita income. This means that the average earnings of people is better in 44 other states. The median family income in N. C. is \$3,334. That means half the families have more than this per year, and half the families make less than this amount. A family with less than \$3,000 is considered in poverty. (This varies by counties. It costs less to live in some localities and more in the cities.)

More women are going to work. In one Piedmont county more than half of all women over 14 years of age are employed. Many are working because the family needs the added income. Does your county need more day care facilities?

There is an increasing proportion of aging populations.

3. To determine what existing community programs and services should be mobilized, extended or adapted to provide the most wholesome environment for the family. What are the strengths and weaknesses in your community? Has your community met to decide what needs to be done. (Do the people of your community work together as a team to get things done?) A good way to learn to work together is through the Community Development Associations. Is one organized in your area? If not, ask your Extension staff about it. If you already have a community organization, do you know a community nearby that would be happy to have your help in organizing?

A good 4-H Club Program is a family and community affair. Parents and other adults have better opportunities to learn as well as contribute to the educational efforts in their community. The community concept of 4-H Clubs has other advantages. More youth can take active leadership responsibilities. Members get more individual learning experiences, and more can be accomplished in project work. Group project work. Group projects can help improve the local community. Thus, the talents of all are used to better advantage.

What other groups, agencies or organizations can help your community to take care of its needs? Do you know the county governmental agencies? Find out what they do to help improve family living. Find out what they see as problems to be solved.

Do you know the various projects of other groups designed to help family members? How can you coordinate these efforts to avoid duplication and make the best use of talents in the community? The Home Demonstration Clubs can help by being informed citizens. Know what is going on. Help the general public to learn the facts about other groups. What do you know about these:

Public Agencies:

County library  
Welfare Dept.  
Health Dept.  
Public School  
Employment Security Commission  
State universities  
ASC  
SCS  
Housing Authority  
Juvenile or Domestic Court

Community Organizations

Churches  
Women's Clubs  
Civic Groups  
PTA  
Home Demonstration Clubs  
Community Development Clubs  
4-H Club Leaders and Members  
Mental Health Association  
Committee on Aging  
Committee on Dropouts